DOCUMENT RESUME

ED 167 678 UD 019 184

TITLE	Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education.
INSTITUTION	Florida State Dept. of Education, Tallahassee.
PUB DATE	Feb 78
NOTE	251p.; For a related document, see UD 019 185; Not available in hard copy due to reproduction quality of the original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Affirmative Action; *Black Students; Civil Rights; *Community Colleges; Educational Finance; *Educational Legislation; Educational Objectives; Enrollment; *Equal Education; Equal Opportunities (Jobs); *Higher Education; Program Development; State Programs
IDENTIFIERS	*Florida

ABSTRACT

The "Amended Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems Of Public Higher Education" and documents created by the State of Florida in response to it are consolidated under this cover. The three documents generated to devise and implement a program of equal education are: (1) "Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education" including an outline of goals and timetables; (2) "The State Equal Access--Equal Opportunity Plan for the Florida Public Community College System" including implementation guidelines and projections; and (3) "The State University System Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida" including specific commitments and actions to increase black student enrollment, in support of student goals, and in support of employment goals. (WI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167678

BEST COPY AVAILABLE

Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Florida State Dept. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

UD 019184

State University System of Florida
Revised Plans for Equalizing Educational Opportunity in Public Higher Education in Florida

Division of Community Colleges
State Equal Access/ Equal Opportunity Plan for the Florida Public Community College System

February, 1978

Foreword

The publication of this document serves to consolidate under one cover the State of Florida's response to the Amended Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education, promulgated by the Office for Civil Rights of the Department of Health, Education and Welfare, in the Summer of 1977.

Florida's response consists of a three-tiered plan. In early September, 1977, the State submitted a broad philosophic response to the Criteria, entitled Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education. This was followed by the submission of specific implementing measures and affirmations designed to fulfill the philosophical commitments as developed by both the State University System and the Community College System.

The State University System Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida as submitted on October 12, 1977 and amended in January, 1978, along with the State Equal Access - Equal Opportunity Plan for the Florida Public Community College System as submitted on September 12, 1977 and as amended in November and December, 1977, together with the State's Commitment document, constitute Florida's statewide higher education desegregation plan which demonstrates compliance with Title VI of the 1964 Civil Rights Act.

Florida's Commitment to
Equal Access and Equal Opportunity
in Public Higher Education

Contents

I. Letter of Acceptance of Florida's Statewide Higher Education Desegregation Plan

II. Amended Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education (July, 1977)

III. Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education

IV. The State Equal Access - Equal Opportunity Plan for the Florida Public Community College System

V. The State University System Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20201

FEB 3 1978

RECEIVED
FEB 6 1978
FLORIDA BOARD OF REGENTS
STATE UNIVERSITY SYSTEM
OFFICE OF THE CHANCELLOR

RECEIVED
FEB 7 1978

Florida Board of Regents
Office of Special Assistant to
the Chancellor for E.E.O.

The Honorable Rubin O'D. Askew
Governor of Florida
The Capitol
Tallahassee, Florida 32304

Dear Governor Askew:

I am pleased to inform you that Florida's statewide higher education desegregation plan meets the requirements of Title VI of the Civil Rights Act of 1964 and the Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education. Accordingly, I have accepted Florida's plan.

The plan consists of the following documents:

Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education -- as submitted to the Director of the Office for Civil Rights (OCR), David S. Tatel, from Commissioner Ralph Turlington on September 9, 1977;

The State University System Revised Plan for Equalizing Education in Florida -- as submitted to David S. Tatel from Commissioner Turlington on October 12, 1977, and as amended by January 26, 1978, letter from Commissioner Turlington to Mr. Tatel; and

The State Equal Access-Equal Opportunity Plan for the Florida Public Community College -- as submitted to David S. Tatel from Commissioner Turlington on September 12, 1977, and as amended by November 30, 1977, and December 12, 1977, letters from Commissioner Turlington to Mr. Tatel.

As indicated in the plan, the following information will be provided to the Office for Civil Rights by the dates specified:

1. Steps to eliminate educationally unnecessary program duplication - July 1, 1978.

2. Identification of appropriate feeder disciplines to establish goals for the entrance of black students into graduate and professional programs -- March 1, 1978.

It is understood that implementation of the plan will commence immediately and will proceed at the most expeditious rate feasible. As indicated in the criteria, the Office for Civil Rights will monitor Florida's implementation of its plan, and the results achieved. We will review statistical and narrative reports and continue to conduct periodic on-site compliance reviews to ascertain the effectiveness of the plan on a first-hand basis.

I would like to express my gratitude to Commissioner Ralph Turlington, Chancellor E. T. York, Dr. Lee Henderson, Deputy Commissioner Francis Millett and the many other State officials who worked diligently to develop Florida's plan. It was their leadership and imagination which led to the development of this new and promising plan. Through their continued leadership and commitment we believe that Florida's plan will result in the elimination of the remaining vestiges of the State's formerly segregated higher education system and will increase educational opportunities for black citizens in all aspects of higher education throughout the State. We look forward to working with Florida's officials during the next several years to achieve our mutual goals and objectives.

Sincerely yours,

David S. Tatel
Director
Office for Civil Rights

cc: Commissioner Ralph Turlington
Dr. E. T. York
Dr. Lee Henderson
Deputy Commissioner Francis Millett

UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLUMBIA

KENNETH ADAMS, et al.,	)	
Plaintiffs,	)	
v.	)	Civil Action No. 3095-70
JOSEPH A. CALIFANO, JR., Secretary of the Department of Health, Education and Welfare, et al.,	)	
Defendants.	)	

AMENDED CRITERIA SPECIFYING THE INGREDIENTS OF ACCEPTABLE PLANS TO DESEGREGATE STATE SYSTEMS OF PUBLIC HIGHER EDUCATION

In late 1969 and early 1970, the Department of Health, Education and Welfare (HEW) notified ten states that they had not dismantled their statewide dual systems of public higher education. The letters sent by HEW at that time advised each state of its failure to adopt measures necessary to overcome the effects of past segregation and notified the states of their obligation to file a statewide plan for the desegregation of their public systems of higher education.

For the past seven years this Court has reviewed HEW's efforts to desegregate these systems of higher education. Three months ago, this Court found that the Department's effort had not been adequate and directly ordered the Department to require six of the original ten states to submit new desegregation plans and to set specific standards for those plans.

The Court found that "specific commitments (were) necessary for a workable higher education desegregation plan ... concerning admission, recruitment and retention of students, concerning the placement and duplication of program offerings among institutions, the role and the enhancement of black institutions, and concerning changes in the racial composition of the faculties involved."

Specifically, this Court entered a Second Supplemental Order directing the Department to transmit to the six states of Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia as well as the Court and the plaintiffs criteria specifying the ingredients of acceptable desegregation plans for their institutions of public higher education.

This Court further directed that HEW require each state to submit, within 60 days of receipt of the criteria, a revised desegregation plan and to accept or reject such desegregation plan within 120 days thereafter.

Where HEW has found a violation of Title VI of the Civil Rights Act of 1964, it is required first to attempt to secure compliance by voluntary means. When those efforts fail, HEW is required to seek enforcement either administratively or through the courts. 42 U.S.C. §2000d-1; 45 C.F.R. 80.7(d)(1), 80.8. These criteria are issued to assist the states in the preparation of desegregation plans as part of the process of securing voluntary compliance.

HEW has developed the attached criteria mindful of the instructions of this Court that the criteria comply with constitutional standards and Title VI, conform with sound educational practices, and take into account the unique importance of black colleges.

PREAMBLE

I. HISTORY OF LEGAL PROCEEDINGS

The criteria set forth below have been developed by the Department of Health, Education, and Welfare (HEW) pursuant to the specific direction of the United States District Court for the District of Columbia in Adams v. Califano, Civil Action No. 3095-70, Second Supplemental Order (D.D.C. April 1, 1977). The Court's Order arises out of a lawsuit initiated in 1970 to require HEW to take action to enforce the provisions of Title VI of the Civil Rights Act of 1964. 1/

In 1969, the Office for Civil Rights, OCR, determined that ten states 2/ were continuing to operate segregated higher education systems in violation of Title VI of the 1964 Civil Rights Act. Although the states were notified of this finding and were requested to submit corrective plans, no administrative enforcement actions were taken when the states failed to submit plans or submitted plans unacceptable to HEW. In February 1973, the Adams litigation resulted in a ruling requiring that HEW take appropriate enforcement action. Adams v. Richardson, 356 F. Supp. 92 (D.D.C. 1973).

1/ Title VI of the Civil Rights Act of 1964 provides: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." 42 U.S.C. 2000d.

2/ Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania, and Virginia.

That ruling was unanimously affirmed by the full United States Court of Appeals for the District of Columbia Circuit, although the Court of Appeals modified the District Court's order and directed HEW to attempt to secure acceptable desegregation plans from the ten states before commencing enforcement proceedings. Adams v. Richardson, 480 F.2d 1159 (D.C. Cir. 1973).

In 1974, HEW accepted desegregation plans from eight of the ten states. 3/ Reports covering the first year of implementation were submitted to HEW in 1975. Subsequently, the plaintiffs in the Adams case sought further relief and on April 1, 1977, the Court ruled that the 1974 plans did not comply with the criteria previously announced by HEW and that as implemented the plans had failed to achieve significant progress toward higher education desegregation. Based on these findings, the Court ordered HEW to develop and issue within 90 days specific criteria to guide the six states 4/ in the preparation of revised desegregation plans.

3/ Louisiana refused to submit a plan and was referred to the Department of Justice, which filed a lawsuit, (United States v. (Louisiana), Civil Action No. 74-68 (M.D. La.) in January 1974. The plan submitted by Mississippi was deemed unacceptable by HEW and the matter was referred to the Department of Justice, which filed a lawsuit, Ayers and United States v. Finch, Civil Action No. D.C. 75-9-K (N.D. Miss.), in March 1975.

4/ The April 1, 1977, Order excludes Pennsylvania (by agreement of the parties to the Adams lawsuit) and Maryland, which commenced a separate injunctive suit against HEW's enforcement proceedings now pending in the United States Court of Appeals for the Fourth Circuit (Mandel v. HEW, No. 76-1494), as well as Louisiana and Mississippi.

II. LEGAL AND EDUCATIONAL PRINCIPLES

A. De jure segregation

These criteria apply to six states that operated racially segregated systems of public higher education under state law. The Office for Civil Rights found that the continuing racial patterns among institutions reflect the states' failure to remove the vestiges of the state imposed racial segregation in violation of Title VI.

B. Affirmative duty to take effective steps to eliminate de jure segregation

Where there has been past de jure segregation, states are required to take affirmative remedial steps and to achieve results in overcoming the effects of prior discrimination. HEW's regulation implementing Title VI provides that

> In administering a program regarding which the recipient has previously discriminated against persons on the ground of race . . . , the recipient must take affirmative action to overcome the effects of prior discrimination. 45 C.F.R. 80.3(b)(6)(i).

The 14th Amendment also calls for more than mere abandonment of discrimination through the state's adoption of passive or neutral policies. The United States Supreme Court has held that public school officials have "the affirmative duty to take whatever steps might be necessary to convert to a unitary system in which racial discrimination would be eliminated root and branch." Green v. County School Board of New Kent County, 391 U.S. 430, 437-38 (1968).

The affirmative duty to desegregate applies with equal force to higher education. Norris v. State Council of Higher Education, 327 F. Supp. 1368 (E.D. Va. 1971), aff'd per curiam, 404 U.S. 907 (1971); Lee v. Macon County Board of Education, 267 F. Supp. 458 (M.D. Ala. 1967), aff'd, 369 U.S. 215 (1967); Geier v. Dunn, 337 F. Supp. 573 (M.D. Tenn. 1972). Additionally, the Supreme Court has made it clear that desegregation plans are not adequate unless they are effective. See Green v. County School Board of New Kent County, supra; Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1 (1971).

Consistent with the requirements of Title VI these criteria set forth the elements of a desegregation plan which would eliminate the effects of past discrimination.

C. Statewide approach

The Court of Appeals in its en banc opinion in Adams directed HEW to undertake a statewide approach and noted the serious problem created by the lack of viable statewide coordinated planning in higher education:

> The problem of integrating higher education must be dealt with on a statewide rather than a school-by-school basis. 10/
>
> 10/ It is important to note that we are not here discussing discriminatory admission policies of individual institutions. To the extent that such practices are discovered, immediate corrective action is required, but we do not understand HEW to dispute that point. This controversy concerns the more complex problem of systemwide racial imbalance. Adams v. Richardson, supra, 480 F.2d at 1164-1165 (footnote in original).

The Department has followed this approach since 1969 because we believe statewide planning is consistent with sound educational policy. Thus, these criteria require not only that each institution pursue nondiscriminatory student admission and faculty and staff employment practices, but also that the state system as a whole develop a comprehensive and coordinated statewide desegregation plan embodying those specific affirmative, remedial steps which will prove effective in achieving significant progress toward the disestablishment of the structure of the dual system and which address the problem of "systemwide racial imbalance."

D. Specificity--goals and timetables

The District Court in Adams concluded that the plans previously adopted by the states had failed to achieve adequate desegregation progress and lacked specific commitments for change as concerns the desegregation of student bodies and faculties, enhancement of black institutions, and desegregation of the governing boards in higher education systems.

The District Court directed HEW to prepare criteria which would identify for the states the specific elements to be included in their revised desegregation plans. As the District Court stated in response to plaintiffs' oral argument on January 17, 1977:

> What I do want them to do though is be under the compulsion of a court order to submit to the states certain specific requirements which the states must respond to and they should be given a timetable for communicating with the states, and the states

> should be given some kind of timetable within which to make response. (Transcript, January 17th ruling; emphasis supplied.)

In Geier v. Blanton, 427 F. Supp. 644 (M.D. Tenn. 1977), the Court quoted its Order of December 23, 1969, expressing its dissatisfaction with a state submitted desegregation plan in that the plan as submitted "lacks specificity, in that there is no showing of funds to be expended, no statement of the number of students to be involved, and most importantly, no time schedules for either the implementation of the projects or the achievement of any goals." 427 F. Supp. at 646.

The Supreme Court has maintained that in a system with a history of segregation there is a need for remedial criteria of sufficient specificity to assure compliance with the law. See Swann, supra at 25-26.

With respect to the six states here involved, the need to require specific goals and timetables is founded in the comparatively small numbers of black students attending the traditionally white four year institutions and completing graduate training. Further, the numbers of black faculty employed at the white institutions have remained small. Moreover, traditionally black institutions have not been given the facilities, programs, or status comparable to traditionally white institutions.

In keeping with the Court's view that the Department should submit specific requirements to the states, numerical goals and timetables are set forth in the criteria. The goals are

established as indices by which to measure progress toward the objective of eliminating the effects of unconsitutional de jure racial segregation and of providing equal educational opportunity for all citizens of these states. They are brenchmarks and provides the states the clear and specific guidance called for the Court.

These goals are not quotas. The Department is opposed to arbitrary quotas. Failure to achieve a goal is not sufficient evidence, standing alone, to establish a violation of Title VI. In addition, the Office for Civil Rights upon a showing of exceptional hardship or special circumstances by a state, may modify the goals and timetables. Nevertheless, the states are under a statutory obligation to devise and implement plans that are effective in achieving the desegregation of the system.

Most importantly, under these criteria and the goals they set, all applicants must be able to compete successfully. States' efforts under these criteria need not and should not lead to lowering academic standards. States may need to innovate in seeking out talented students who will profit from higher education. They may need to broaden definitions of potential; to discount the effects of early disadavantage on the development of academic competence; and to broaden the talents measured in admissions tests. But new and different yardsticks for measuring potential are not lower standards. They can be more valid measures of true

potential and talent. Taken as a whole, these criteria seek to preserve and protect academic standards of excellence.

E. Special considerations in developing criteria for desegregation in higher education

A state system of higher education, as with an elementary and secondary school district, is held to an affirmative duty to take remedial action to correct past practices of segregation and discrimination. However, the nature of the remedial action required of a higher education system will differ from that required of a local education district. The Court of Appeals in Adams noted:

> However, we are also mindful that desegregation problems in colleges and universities differ widely from those in elementary and secondary schools, and that HEW admittedly lacks experience in dealing with them .... As regrettable as these revelations are, the stark truth is that HEW must carefully assess the significance of a variety of new factors as it moves into an unaccustomed area. 480 F.2d at 1164.

In Norris v. State Council of Higher Education, 327 F. Supp. 1368, 1373 (E.D. Va. 1971), aff'd per curiam, 404 U.S. 907 (1971), the court held:

> The means of eliminating discrimination in public schools necessarily differ from its elimination in colleges, but the state's duty is as exacting.

And in Sanders v. Ellington, 288 F. Supp. 937, 943 (M.D. Tenn. 1968), the court stated:

> Now in considering the time element for presentation of a plan, I have thought of the

> complexities of the problem. I recognize that the simple remedies which might be available to a county school board where there is involved a compulsory system of education, a free system of education, and assignment of students, are not available here. Colleges are not compulsory and everyone can testify that they're not free.

Higher education differs from elementary and secondary education in many other ways. Besides being voluntary rather than compulsory, higher education operates on a statewide or regional basis, not local; there no are no "attendance zones" in higher education; higher education programs vary from institution to institution and are not uniform; students are free to leave the state or to attend private colleges in pursuit of a higher education.

Furthermore, from state to state significant differences are to be found and must be taken into consideration. In some states strong centralized "system" exists including four year and two a year institutions; in others, the four year and two year institutions report to separate boards; in yet others, each institution operates under its own independent board. While none of these differences relieves a state of its obligations under Title VI or its constitutional duties, they must be taken into account in fashioning an appropriate set of criteria to be applicable to six states.

Accordingly, while desegregation cases involving individual elementary and secondary school districts are a guide to a state's duty to take corrective action, they are not dispositive of the particular methods to be designed for the dismantling of a dual system of higher education, for

the desegregation of a statewide system, for the removal of the vestiges of racial segregation, and for the correction of "system-wide racial imbalance." As the courts in Adams have noted, these are indeed "complex" issues. These criteria are designed specifically for the higher education systems of these six states based on a careful consideration of relevant statutes and court opinions and with due consideration to the unique characteristics of higher education.[5/]

F. The unique role of black colleges

In keeping with the instructions of the Court, the criteria recognize the unique importance of black colleges in meeting the educational needs of black students. More than 80 percent of all black college graduates have been trained at black colleges.[6/] In the mid-seventies, black colleges continue to graduate almost forty percent of all blacks who receive college degrees.[7/]

Thus it is with good reason that the Court of Appeals in Adams recognized the need to take into account "the special problems of black colleges."

5/ For a useful discussion of these issues see Note, "The Affirmative Duty To Integrate Higher Education," 70 Yale Law Journal 666 (1970).

6/ See Elias Blake, Public Policy and the Higher Education of Black Americans, " Staff Report, Subcommittee on Constitutional Rights of the Committee on the Judiciary, 94th Cong. 2d Sess. 1976.

7/ National Center for Education Statistics, Earned Degrees Survey, 1975-76.

> Perhaps the most serious problem in this area is the lack of state-wide planning to provide more and better trained minority group doctors, lawyers, engineers and other professionals. A predicate for minority access to quality post-graduate programs is viable, co-ordinated state-wide higher education policy that takes into account the special problems of minority students and of Black colleges....[T]hese Black institutions currently fulfill a crucial need and will continue to play an important role in Black higher education. 480 F.2d at 1164-1165.

Again in 1977, the District Court in its Second Supplemental Order, p. 4, quoted the above language of the Court of Appeals and went on to state:

> The process of desegregation must not place a greater burden on Black institutions or Black students' opportunity to receive a quality public higher education. The desegregation process should take into account the unequal status of the Black colleges and the real danger that desegregation will diminish higher education opportunities for Blacks. Without suggesting the answer to this complex problem, it is the responsibility of HEW to devise criteria for higher education desegregation plans which will take into account the unique importance of Black colleges and at the same time comply with the Congressional mandate.

The Department does not take this language to mean that black institutions are exempt from the Constitution or the requirements of Title VI. To the contrary, traditionally black and traditionally white institutions are subject to the same constitutional and congressional mandate to provide an education to all citizens without discrimination or segregation. White and black institutions are to function as part of a unitary system free of the vestiges of state imposed racial segregation. However, as the Court

has instructed, the transition to a unitary system must not be accomplished by placing a disproportionate burden upon black students, faculty, or institutions or by reducing the educational opportunities currently available to blacks.

To achieve the objectives of Title VI, precise methods will need to be fashioned for different institutions within a state, each appropriate to the task of overcoming the effects of prior discrimination in the particular instance. Each method will be enforced with equal force and determination. Each method is designed to achieve the same constitutional standard.

III. CONSULTATION PROCESS

In the preparation of these criteria, the Department undertook an extensive consultation process within the Department and with interested outside parties. In an effort to assure that these criteria are both legally and educationally sound, a departmental task force was established to guide their development. The task force combined the multiple disciplines and varied expertise needed to resolve the complex issues and educational policies involved in this desegregation process. Serving on the task force were the General Counsel, the Director of the Office for Civil Rights, the Assistant Secretary for Education, the Commissioner of Education, and the Assistant Secretary for Planning and Evaluation.

The Department also embarked on a program of open dialogue and consultation with parties of interest. The task force members conferred with representatives of the six states collectively and individually. The representatives included college presidents, education officials, and aides to Governors. A special meeting was held with students who attend the public colleges in the six states and representatives of several national student organizations. Four meetings were held with officials of the amicus curiae, National Association for Equal Opportunity in Higher Education, an association of the presidents of 110 predominantly black colleges and universities, both state supported and private. Two panels of nationally recognized educators met for half day sessions to advise the Department.

Finally, the plaintiffs' representatives have devoted many hours to reviewing and commenting on drafts of the criteria. They also convened a meeting for the Department with 28 citizens from these six states who are most familiar with the higher education desegregation efforts in their respective states. It is the Department's intention to continue these informal discussions as the most effective means of assuring communications with all parties.

The Department assumes full and sole responsibility for the content of these criteria. The consultations enumerated

above were exceedingly helpful to the Department in the preparation of these criteria, but these discussions do not imply concurrence in these criteria in whole or in part by other parties.

Higher educational systems in these and other states are undergoing difficult adjustments caused by fiscal and demographic trends beyond the control of individual states. Accordingly these criteria focus on desegregation efforts to be undertaken within the next five years.

As each state attains the goals set forth in its plan, OCR will assess, in cooperation with that state, the progress thereby made in order to determine what additional steps, if any, are necessary to complete the desegregation process. Furthermore, during the course of the five year period, OCR will periodically review these criteria to assure their adequacy in meeting constitutional requirements, their consistency with rulings of the courts in higher education desegregation, and the mandate of Title VI.

ELEMENTS OF A PLAN

I. DISESTABLISHMENT OF THE STRUCTURE OF THE DUAL SYSTEM

An acceptable plan shall commit the state to the goal of organizing and operating the system and institutions of higher education in a manner that promises realistically to overcome the effects of past discrimination and to disestablish the dual system and which assures that students will be attracted to each institution on the basis of educational programs and opportunities uninhibited by past practices of segregation.

To achieve the disestablishment of the structure of the dual system, each plan shall:

A. Define the mission of each institution within the state system on a basis other than race.

Each mission statement shall include at a minimum:

1. the level, range and scope of programs and degrees offered;
2. geographic area served by the institution; and
3. the projected size of the student body and staff.

B. Specify steps to be taken to strengthen the role of traditionally black institutions in the state system.

The plan shall include:

1. commitments that traditionally black institutions will have the facilities, quality and range of

programs, degree offerings, faculties, student assistance, and other resources which are at least comparable to those at traditionally white institutions having similar missions;

2. commitments that necessary improvements will be made to permit these institutions to fulfill their defined missions;
3. commitments by the state system for the improvement and expansion of resources, (e.g., physical plant, program offerings, research equipment, financial support, student, faculty and professional staff services) at the traditionally black institutions in accordance with their missions;
4. an assessment of the physical plant at traditionally black institutions; and
5. a detailed description of the resources, expressed in dollars and in numbers of personnel to be assigned, which the state system will provide (and the source for such funds) in order to implement these measures in I.B., reported by year for the life of the measure or activity.

C. Commit the state to take specific steps to eliminate educationally unnecessary program duplication among traditionally black and traditionally white institutions in the same service area.

The plan shall identify existing degree programs, major fields of study, and course duplication (other than core curricula) among institutions having identical or overlapping service areas and indicate specifically with respect to each area what steps the state will take to eliminate such duplication. The elimination of such program duplication shall be carried out consistent with the objective of strengthening the traditionally black colleges.

D. Commit the state to give priority consideration to placing any new undergraduate, graduate, or professional degree programs, courses of study, etc., which may be proposed, at traditionally black institutions, consistent with their missions.

E. Commit the state to withhold approval of any changes in the operation of the state system or of any institutions that may have the effect of thwarting the achievement of its desegregation goals.

F. Commit the state to advise OCR of proposed major changes in the mission or the character of any institution within the state system which may directly or indirectly affect the achievement of its desegregation goals prior to their formal adoption.

Such proposed changes include but are not limited to: the establishment or major expansion of new programs of study, of departments, or institutions; the alteration of two year to four year institutions; the conversion of a private to a public institution; or the closing or merger of institutions or campuses.

G. Specify timetables for sequential implementation of the actions necessary to achieve these goals as soon as possible but no later than within five years (by the close of the academic year 1981-82), unless compelling justification for a longer period for compliance is provided to and accepted by the Department.

The plan shall include interim benchmarks and goals from which progress toward these objectives may be measured. These

timetables and benchmarks shall be appropriate to the nature of the action to be taken. For example, studies of physical plant and resources comparability should be completed promptly; corrective actions (including capital construction) will require longer time periods.

H. Commit the state and all i[illegible] involved agencies and subdivisions to specific measures for achievement of the above objectives.

Such measures may include but are not limited to establishing cooperative programs consistent with institutional missions; reassigning specified programs, course offerings, resources and/or services among institutions; realigning the land grant academic programs so that research, experiment and other educational services are redistributed on a nonracial basis; and merging institutions or branches thereof, particularly where institutions or campuses have the same or overlapping service areas. The measures taken pursuant to this section should be consistent with the objective of strengthening the traditionally black colleges. A description of these measures need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the goals listed above will be rejected by OCR. Revised measures will be required before the plan can be accepted.

II. DESEGREGATION OF STUDENT ENROLLMENT

An acceptable plan shall commit the state to the goal of assuring that the system as a whole and each institution within the system provide an equal educational opportunity, are open and accessible to all students, and operate without regard to race and on a desegregated basis.

To achieve the desegregation of student enrollment, each plan shall:

A. Adopt the goal that for two year and four year undergraduate public higher education institutions in the state system, taken as a whole, the proportion of black high school graduates throughout the state who enter such institutions shall be at least equal to the proportion of white high school graduates throughout the state who enter such institutions.

B. (1) Adopt the goal that there shall be an annual increase, to be specified by each state system, in the proportion of black students in the traditionally white four year undergraduate public higher education institutions in the state system taken as a whole and in each such institution; and

(2) Adopt the objective of reducing the disparity between the proportion of black high school

graduates and the proportion of white high school graduates entering 8/ traditionally white four year and upper division undergraduate public higher education institutions in the state system; and adopt the goal of reducing the current disparity by at least fifty per cent by the academic year 1982-83. However, this shall not require any state to increase by that date black student admissions by more than 150% above the admissions for the academic year of 1976-77. 9/

C. Adopt the goal that the proportion of black state residents who graduate from undergraduate institutions in the state system and enter graduate study or professional schools in the state system shall be at least equal to the proportion of white state residents who graduate from undergraduate institutions in the state system and enter such schools.

This goal (and interim benchmarks or goals) shall be separately stated for each major field of graduate and

8/ For the purposes of this subsection, the term entering includes first-time transfers from two year and other institutions.

9/ Thus, where the present entry by black students in four year traditionally white institutions is at a rate of 1000 students per year and a fully proportional rate would be 3000 students per year, the state's goal would be an entry rate of 2000 students per year by 1982-83. A state where the present entry is at a rate of only 500 students per year and full proportionality would be 3000 students per year would not by that date have to close half the gap (by a rate of 1750 per year) but only achieve an entry rate of 1250 students, which is 150% over its present rate of 500.

professional study. To assure that this goal can be met in the immediate future special recruitment efforts should be considered at traditionally black institutions. Particular attention should be given to increasing black student enrollment and graduation from those traditionally white four year undergraduate institutions which serve as the feeder institutions for the graduate and professional schools. Achievement of this goal is of particular importance in light of the specific concern expressed by the Court of Appeals in Adams. In assessing progress toward this goal, OCR will give consideration to the number of blacks from each state who enroll in graduate and professional schools outside the state system.

D. Adopt the goal of increasing the total proportion of white students attending traditionally black institutions.

Increased participation by white students at traditionally black institutions must be a part of the process of desegregation of the statewide system of higher education. However, pursuant to the admonition of the courts in Adams, "The desegregation process should take into account the unequal status of the Black colleges and the real danger that desegregation will diminish higher education opportunities for Blacks." Civil Action No. 3095-70, Second Supplemental Order at p. 4. The following steps are designed to guard against the diminution of higher educational opportunities for black students, to take into account the unique importance of traditionally black colleges and to comply with the mandate of Title VI. Establishment of numerical goals for the enrollment of white students at traditionally black

enrollment of black students in the higher education system and at the traditionally white institutions, as is required by Section II of these criteria. It must also be preceded by the accomplishment of specific steps to strengthen the role of traditionally black institutions, eliminate program duplication, locate new programs at black institutions, and by such other measures as are set forth in Section I.

OCR shall annually review the progress made by each state in increasing participation by black students in higher education and in the disestablishment of the dual school system. Commencing on September 1, 1979, and consistent with such progress, each state system shall specify annual numerical goals for increasing the participation of white students attending the traditionally black institutions.

E. Commit the state to take all reasonable steps to reduce any disparity between the proportion of black and white students completing and graduating from the two year, four year and graduate public institutions of higher education, and establish interim goals, to be specified by the state system, for achieving annual progress.

F. Commit the state to expand mobility between two year and four year institutions as a means of meeting the goals set forth in these criteria.

G. Specify timetables for sequential implementation of actions necessary to achieve these goals as soon

as possible but not later than within five years (by the close of the academic year 1981-82) unless another date is specified in this section.

4. Commit the state and all its involved agencies and subdivisions to specific measures to achieve these goals.

Such measures may include, but are not limited to reviewing, monitoring, and revising, as necessary, procedures for student recruitment, admissions, compensatory instruction, counseling, financial aid, and staff and faculty development programs. A description of these measures need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the numerical goals will be rejected by OCR. Revised measures will be required before the plan can be accepted.

III. DESEGREGATION OF FACULTY, ADMINISTRATIVE STAFFS, NON-ACADEMIC PERSONNEL, AND GOVERNING BOARDS

An acceptable plan shall commit the state system to the goal of increasing the number and proportion of black employees, academic and non-academic, throughout the system and of increasing representation of black citizens among appointive positions on the governing boards of the state system and of individual institutions.

To achieve the desegregation of faculty, administrators, other personnel, and governing boards, each plan shall:

A. Adopt the goal that the proportion of black faculty and of administrators at each institution and on the staffs of each governing board, or any other state higher education entity, in positions not requiring the doctoral degree, shall at least equal the proportion of black students graduating with masters degrees from institutions within the state system, or the proportion of black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.

B. Adopt the goal that the proportion of black faculty and of administrators at each institution and on the staffs of each governing board or any other state higher education entity, in positions requiring the doctoral

degree, shall at least equal the proportion of black individuals with the credentials required for such positions in the relevant labor market area.

C. Adopt the goal that the proportion of black non-academic personnel (by job category) at each institution and on the staffs of each governing board or any other state higher education entity, shall at least equal the proportion of black persons in the relevant labor market area.

D. Assure hereafter and until the foregoing goals are met that for the traditionally white institutions as a whole, the proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.

E. Specify timetables for sequential implementation of the actions necessary to achieve this objective including interim benchmarks and goals from which progress toward the objective may be measured.

These timetables, interim goals and benchmarks shall be established in light of, and shall specify, the current and projected rates of vacancies in the various job categories, present and projected labor market availability, and other relevant factors.

F. Commit the state system to taking specific measures to achieve these objectives.

Such measures may include, but are not limited to employment programs providing centralized recruitment, vacancy, and applicant listings; transfer options; faculty development programs permitting release time for black faculty to attain the terminal degree; and the interchange of faculty on a temporary or permanent basis among traditionally white and traditionally black institutions within the state system. A description of these measures need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the goals listed above will be rejected by OCR. Revised measures will be required before the plan can be accepted.

G. Adopt the goal of increasing the numbers of black persons appointed to systemwide and institutional governing boards and agencies so that these boards may be more representative of the racial population of the state or of the area served.

IV. SUBMISSION OF PLANS AND MONITORING

A. The states of Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia shall within 60 days of receipt of these criteria submit to OCR a desegregation plan for each of their systems of public higher education to implement the foregoing criteria.

1. Each plan shall commit the state to substantial progress toward each of the goals in the first two years of the plan.

2. Each plan shall be signed by the governor and by each official or designated person representing the agencies, associations, commissions, offices, and/or institutions responsible for adopting the systemwide and institutional goals described therein. Such persons or entities must be authorized under state law to perform all actions necessary to achieve these goals.

3. Each plan shall certify that achievement of the goals and interim benchmarks specified therein has been adopted as official policy of each official or agency.

B. OCR shall notify each state of acceptance or rejection of the plan within 120 days of its receipt.

C. It is recommended that each state establish a biracial citizens advisory/monitoring committee to assist the state in monitoring the implementation of the plan.

D. Beginning in August 1978, each state shall submit to OCR by August 15 of each year a comprehensive narrative assessment of its desegregation efforts in the most recent academic year. This narrative assessment shall include:

1. a description of the specific measures which have been taken to achieve the objectives enumerated in the plan and in the criteria;
2. a description of the results achieved, including quantitative indices where appropriate or required;
3. an analysis of the reasons why any steps taken proved inadequate or insufficient; and
4. a description of the steps the state will take to achieve progress and to maintain the timetables set forth in the plan.

E. OCR shall review such narrative reports. If good cause for the failure to meet interim goals is not demonstrated, OCR may impose more stringent requirements, including advance approval by OCR

of desegregation methods, in order to assure achievement of the goals of the plan. In the alternative, the Department may initiate enforcement proceedings under Title VI of the Civil Rights Act of 1964, if compliance with Title VI cannot be achieved by voluntary means.

F. Each plan shall provide that the state will furnish to OCR statistical reports, assessments, and such other information as OCR may deem necessary from time to time in order to determine the effectiveness of the state's efforts to achieve the goals described in these criteria. Such information shall include annual statistical reports in substantially the same format used previously by the affected states pursuant to earlier desegregation plans. Specific dates for the submission of the reports will be established by OCR. In the event that subsequent developments call for the submission of additional data, such requirements will be announced after consultation with the states, and the states and institutions shall have sufficient time to develop the system needed for the gathering of additional data.

V. DEFINITIONS

As used in these criteria:

A. "Department" refers to the U. S. Department of Health, Education, and Welfare. In instances where the "Department" is to take certain actions, they may be performed by the Office for Civil Rights or the Director, Office for Civil Rights, on behalf of the Department.

B. "Institution" means any school, college, junior or community college, university, professional or graduate school, administered by or as an agency of the state government. Four year institution means any school, college, or university that offers a baccalaureate or graduate degree. For the purposes of these criteria, "institution" does not refer to private schools or colleges.

C. "State system" means the aggregate of all state public institutions of higher education within the state, whether or not under the governance of the same state agency or board.

D. "Student" means any person enrolled in an instructional program, whether full-time or part-time, subject to exceptions to be specified by the Office For Civil Rights.

E. "Faculty" means all persons employed by an institution as full-time instructional personnel.

F. "Labor market area" means the geographical area in which an institution or campus traditionally recruits or draws applicants possessing the requisite credentials for vacancies in faculty, administrative, or non-academic personnel positions.

G. "Governing board" means that appointed or elected body, whether or not responsible to the governor of a state or to the state legislature, which is charged under state law with the ultimate responsibility for the administration and operation of institutions within the state system of public higher education. A "governing board" may be responsible for the entire system, for a single campus or institution thereof, or for a specified group of campuses or institutions.

Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education

approved by the

STATE BOARD OF EDUCATION

September 6, 1977

FLORIDA'S COMMITMENT TO EQUAL ACCESS AND

EQUAL OPPORTUNITY IN PUBLIC HIGHER EDUCATION

	page
RESOLUTION	1
PREAMBLE	1
HIGHER EDUCATION IN FLORIDA	2
PROGRESS TO DATE	5
A STATEMENT OF RECOMMITMENT	6
SPECIAL GOALS AND COMMITMENTS TO EQUAL EDUCATIONAL OPPORTUNITY	8
I. MISSION AND ENHANCEMENT	8
A. MISSION	8
B. ENHANCEMENT	10
C. PROGRAM DUPLICATION	13
D. NEW PROGRAMS	14
E. APPROVAL PROCESS	15
F. NOTIFICATION	16
G. TIMETABLE FOR IMPLEMENTATION	16
II. EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS	17
III. GOVERNING BOARDS AND EMPLOYMENT	19
IV. MONITORING AND EVALUATION	19
V. CONCLUSION	20

RESOLUTION

WHEREAS the State Board of Education, the State's systems of universities and community colleges, and the Florida Legislature have taken positive actions to provide quality education and equality of educational opportunities for all the citizens of Florida, and

WHEREAS the State Board of Education has continuously reaffirmed the goal of the State of Florida that the state universities and public community colleges provide educational opportunities for all citizens of Florida, who have the desire and ability, to proceed through the higher educational system from beginning student through the doctoral, professional, and continuing educational levels, without regard to race, color, creed, sex, age, or national origin, and

WHEREAS it has been requested by the Office for Civil Rights of the United States Department of Health, Education and Welfare that Florida adopt guidelines for compliance with Title VI of the Civil Rights Act of 1964 setting forth specific commitments in order to insure that Florida maintains the goal of equality of educational opportunity, NOW THEREFORE

BE IT RESOLVED by the Board of Education, State of Florida, that the Board adopts "Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education" and affirms its intentions to require, to the extent of its legal authority, that

the state universities and community colleges, through their governing structures, implement all relevant commitments described therein consistent with sound education policy and the maintenance of quality education.

Adopted by the Board of Education of the State of Florida this 6th day of September, 1977.

Reubin O'D. Askew
Governor

Gerald Lewis
Comptroller

Ralph D. Turlington
Commissioner of Education

Bill Gunter
Treasurer

Bruce A. Smathers
Secretary of State

Doyle Conner
Commissioner of Agriculture

Robert L. Shevin
Attorney General

PREAMBLE

Florida has removed all constitutional and statutory barriers to a racially integrated and unitary system of public higher education.

The Florida Constitution states in the Declaration of Rights Article:

> All natural persons are equal before the law and have inalienable rights, among which are the right to enjoy and defend life and liberty, to pursue happiness, to be rewarded for industry and to acquire, possess and protect property.... No person shall be deprived of any right because of race, religion, or physical handicap. (Article I §2 Florida Constitution, 1968)

The 1977 session of the Florida Legislature enacted the Florida Human Relations Act which is designed:

> ...to secure for all individuals within the state, freedom from discrimination because of race, color, religion, sex, national origin, age, handicap or marital status and thereby to protect their interest in personal dignity, to make available to the state their full productive capacities....to promote the interests, rights and privileges of individuals within the state. (Ch. 77-341 Laws of Florida, 1977)

In 1974, the State Board of Education which is constitutionally responsible for all public education clearly stated the goal of the State of Florida to be that the public community colleges and universities provide educational opportunities for all citizens of Florida, who have the desire and ability, to proceed through their higher education system from beginning student through the doctoral, professional, and continuing education levels without regard to race, color, creed, sex, age, or national origin.

In addition, all of the governing boards of the public community colleges and universities have affirmed, through rules, resolutions, official statements, and other actions, that there will be equal access and equal opportunity for all citizens in public higher education in Florida.

Thus, the official policy of the State of Florida and its public systems of higher education are in compliance with the provisions of Title VI of the Civil Rights Act of 1964, that:

> No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. (42 USC 2000 d)

Florida is committed to enforcing its constitutional and statutory provisions as well as abiding by United States constitutional and statutory mandates.

HIGHER EDUCATION IN FLORIDA

Florida's educational systems include public and private schools, colleges, and universities which provide educational opportunities for its citizens within easy access from kindergarten through graduate and professional schools.

Several public elements of this system have been charged by the State Board of Education and the governing and coordinating boards operating under its general supervision to insure equal access and equal opportunity in higher education for all Florida Citizens.

In college level public education, there are two major components in Florida: the Community College System and the State University System. The public community colleges are governed by 28 district boards of trustees. Members of these boards are appointed by the Governor, approved by the State Board of Education, and confirmed by the Senate. The nine state Universities are governed by a single Board of Regents composed of nine voting members and a non-voting student member appointed by the

Governor. The Regents are appointed and confirmed in the same manner as the community college trustees. The State Board of Education, comprised of seven elected state officials, has general supervisory responsibilities for all of public education in Florida.

The Florida Department of Education, under the general supervision of the State Board of Education, is composed of the Commissioner, his staff, and five divisions. These divisions are: Public Schools, Vocational Education, Community Colleges, Universities and Blind Services.

The Division of Community Colleges is headed by a Director nominated by the Commissioner and appointed by the State Board of Education. The Division of Universities is headed by the Board of Regents with the Chancellor serving as the chief executive officer. Coordination between the public Community College System and the State University System is facilitated by the State Board of Education, the Commissioner of Education, and a number of committees and task forces.

Florida has nine state universities and 14 off-campus centers within commuting distance of 95 percent of the population. In addition, there are 28 community colleges including nine multi-campus institutions within commuting distance of 99 percent of the population.

Community colleges and the state universities collectively provide for student choice through a diversity of programs. The 28 public community colleges operate with an open door admissions policy offering associate degree and certificate programs. Fourteen of the community colleges serve as area vocational-technical centers. The State University System has the responsibility for providing access to a broad range of baccalaureate, master's and doctoral programs.

The two systems operate within an articulation agreement which facilitates coordination and mobility for students transferring from a

public community college to a public university in Florida. The State University System limits enrollment at the lower division levels, thus insuring that the vast majority of high school graduates will begin their collegiate education in a community college. Community college A.A. degree graduates are guaranteed access to the upper division level in the State University System.

The State uses several other mechanisms to expand educational opportunity. Student financial aid grants are provided individuals who elect to attend private colleges and universities of the State, including two traditionally black institutions. These grants are also available to students attending public colleges and universities. The University of Miami, a private university, receives State funds for a specified number of Florida residents enrolled in its College of Medicine. A contract has been authorized with the University of Miami to provide state funding for a graduate program in nursing, and several contract programs with other private institutions are contemplated. State participation in the Southern Regional Education Board contract program provides Florida citizens access to professional programs in the southeastern region of the United States in veterinary medicine, optometry, medicine, dentistry, and actuarial science.

The Academic Common Market is another example of a mechanism used by Florida to enhance opportunities for students to attend selected graduate programs. This program is based on an interstate agreement among southern states for sharing graduate programs not common to most universities. Participating states are able to make arrangements for their residents to enroll in specific programs in other states on an in-state tuition basis. The State of Florida has made arrangements for its

residents to have access to the following programs through the Academic Common Market: Bioengineering, Coal Processing Research, Environmental Health, Expressive Therapies, Fisheries and Allied Aquacultures, Marine Law and Science, Nutrition, Occupational Safety and Health, Oral Biology, Petroleum Engineering, Public Health and Epidemiology, Textile and Polymer Science, and Tropical Medicine and Medical Parasitology.

PROGRESS TO DATE

In 1974, Florida developed specific plans for equalizing educational opportunity in public higher education. Based, in part, on those plans, the State Board of Education and its systems of higher education have taken positive steps to provide quality education and equality of educational opportunities for all.

Since that time substantial progress has been made in the following areas:

--black representation on all appointive governing boards has been achieved;

--the number of black students enrolled in the community colleges and universities has increased;

--the number of certificates and degrees awarded to black students has increased;

--the traditionally black university has been enhanced;

--the award of financial aid dollars to black students has increased;

--the number of black persons employed by the colleges and universities has increased, despite the economic recession which forced staff reductions in some of the institutions;

--both short range and long range planning and specific activities relating to retention and placement of black students have been instituted;

--lay citizens have been directly involved in providing advice to most institutions relative to eliminating any real or perceived barriers to equal access and equal opportunity for black students; and

--a number of institutional and system monitoring committees, task forces, councils, etc. have been appointed and have addressed equal access-equal opportunity programs.

Even though Florida has taken positive steps to insure equal access and equal opportunity, there is a continuing desire to strengthen some of the programs and activities which were started during the last several years. There is a need also to develop and implement new programs and activities to meet constantly changing and evolving educational and societal needs.

A STATEMENT OF RECOMMITMENT

By virtue of the Second Supplemental Order in the Adams vs. Califano case issued on April 1, 1977, Florida is called upon to renew and recommit its continuing efforts directed toward full equalization of educational opportunity in public higher education.

Florida hereby recommits the public higher education systems of the State to racially non-discriminatory policies and practices in all of their operations. Florida requests maximum flexibility in meeting its obligations under Title VI of the Civil Rights Act of 1964 and requests that its public higher education systems be judged on equal access and equal opportunity results. Florida and its systems of public higher education pledge to continue to exert specific, positive, constructive, and educationally sound efforts to:

1. Enhance a salutary environment that is fully supportive of an integrated and unitary system in which cultural, economic, social and educational diversity are recognized as assets in the educational enterprise;

2. Insure that the people of Florida are aware of the commitment of the colleges and universities to equal access and equal opportunity;
3. Acquire and equitably distribute funds needed to support the commitment to equal access and equal opportunity;
4. Provide adequate opportunities and supportive services to assist black students in addressing their educational needs and achieving their educational goals;
5. Provide substantial financial aid programs in support of accomplishing the goal of equal access-equal opportunity;
6. Provide narrative and statistical reports documenting the results of equal access-equal opportunity efforts; and to
7. Monitor and evaluate the systems-wide progress in achieving equal access-equal opportunity goals.

In addition to the foregoing, by January, 1978, each of the systems of public higher education and institutions will develop and begin implementation of revised equal access-equal opportunity plans.

Florida agrees with the Department of Health, Education, and Welfare (HEW) that "goals" and "quotas" are not synonymous terms and shall not be treated as such. Goals are objectives which the systems, through documented good faith efforts, will attempt to achieve. They are not cast in concrete. The State and its public higher education institutions will take appropriate, timely steps within available authority and resources to achieve or exceed the goals set forth in this document.

SPECIAL GOALS AND COMMITMENTS TO EQUAL EDUCATIONAL OPPORTUNITY

In specific response to the "Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education" issued on July 7, 1977, to six states by HEW, pursuant to an order of the United States District Court for the District of Columbia, Florida sets forth the following facts and establishes the following goals.

I. MISSION AND ENHANCEMENT

Each institution in the State's public higher education systems has a specific role to perform in meeting the State's education goals.

A. Mission

The mission of the community colleges and state universities has been defined by the Florida Legislature in §228.041, Florida Statutes as follows:

> STATE SYSTEM OF PUBLIC EDUCATION.
> The state system of public education shall consist of such publicly supported and controlled schools, institutions of higher education, other educational institutions, and other educational services as may be provided or authorized by the constitution and laws of Florida.
>
> (a) COMMUNITY COLLEGES.
> Community colleges shall consist of all educational institutions operated by local community college district boards of trustees under specific authority and regulations of the state board and offering courses and programs of general and academic education parallel to that of the first and second years of work in institutions in the state university system, of occupational education, and of adult continuing education.
>
> (b) INSTITUTIONS OF HIGHER EDUCATION.
> The institutions of higher education shall consist of all state-supported institutions of higher education offering work above the public school level, other than community colleges, that are authorized and established by law, together with all activities and services authorized by law to be administered by or through each of those institutions.

The mission of each college and university currently is defined on a basis other than race. A mission statement for each college and university is attached in Appendix A. The State University System is in the process of reviewing the role and scope of the System and of each institution. Although the roles of the individual universities are expected to continue to change as societal needs change, the Board of Regents will have completed the current major review no later than April 30, 1978.

Geographically, the nine universities in the State University System are described as being either predominantly residential or urban.

-- Predominantly Residential Universities. Three of Florida's universities (University of Florida, Florida State University, and Florida A&M University) are predominantly residential. In general, they attract younger, full-time residential students from all areas of the State. Florida A&M University places emphasis on a broad range of undergraduate programs and master's programs in Education, Social Science, Psychology, and Pharmacy. The other two institutions are research oriented and offer diverse undergraduate, graduate, and professional programs of study.

-- Urban Universities. Six of Florida's nine universities (University of South Florida, Florida Atlantic University, University of West Florida, Florida Technological University, Florida International University and University of North Florida) are located in urban areas and serve a predominantly place-bound commuter-type student. Large proportions of the student bodies of

these institutions are part-time students. The emphasis of these universities is to provide a broad range of undergraduate and a substantial number of master's degree programs to allow geographically convenient access to higher education for non-residential students.

Community Colleges. Community Colleges are non-residential and serve residents in specific geographic districts.

A priority of all State universities is to provide access to graduates of the public community colleges since over 80 percent of all full-time first-year students enroll in these public institutions.

See Appendix B for data concerning the level and range of degrees and size of student body and staff.

B. Enhancement

During the past several years, Florida has taken a number of actions to strengthen and enhance the role of Florida A&M University, the State's only public traditionally black institution. By building upon existing high demand programs such as Business and Industry, and Pharmacy, and through location of other high demand programs such as Architecture and Journalism, the Univeristy continues to increase its capability to attract students of races not traditionally identified with the institution. Ongoing enhancement actions through the academic year, 1976-77, include supplemental allocations beyond the formula-generated allocation in support of selected academic programs as well as funding of a non-black student incentive grant program designed to significantly

increase the proportion of non-black student enrollment over a four-year period. During the three years from Fall, 1974 through Spring, 1977, the State University System has made available to Florida A&M University in excess of $19 million in additional resources for the following enhancement purposes: $17.6 million for renovation of facilities; $615,000 for the non-black student incentive grants program; $944,000 as supplemental allocations for academic programs; and $87,000 for the institution's visiting scholars program.

Primarily, as a result of these actions, the current racial mix of the institution stands at 14 percent white student enrollment and 29 percent full-time white instructional faculty. The white student enrollment increased by 52 percent over the span of one year: from 468 in Fall, 1975, to 708 in Fall, 1976.

Steps and Procedures to Strengthen the Role of the Traditionally Black Institution.

1. The revised mission for Florida A&M University will be defined upon completion of the current Board of Regents Role and Scope study and will be transmitted to HEW no later than April 30, 1978.
2. Within the resources provided by the State Legislature for the operation of its public universities, Florida A&M University will continue to receive equitable allocations of resources which are related to the scope and mission of the institution. If it is determined that additional enhancement funds are needed to assist the institution in

fulfilling its defined mission within the State University System, such funding will be requested from the Legislature.

3. There are currently three major deliberative processes which are addressing many of the issues listed in the guidelines.

   a. The State University System is involved in a continuing, comprehensive program review process which is designed to insure quality of degree programs in all of the universities; to insure that the State's needs are being met by the various programs; and to insure that educationally unnecessary program duplication is eliminated.

   b. The System is involved in institutional and systemwide Role and Scope Studies. Through this procedure, the System is attempting to insure that it is responsive to changes in needs and demands in higher education. The current Role and Scope Study will be completed by the Spring of 1978.

   c. The program authorization process considers State and student needs when new programs are located at an institution. This process has resulted in several recent decisions which continue to contribute to the enhancement of Florida A&M University. For example, a Master's level program in Architecture will be implemented in Fall, 1977, and conditional approval has been granted by the Board of Regents for the implementation of the degree, Doctor of Pharmacy.

4. In Florida's State University System, the generation and allocation of resources for most functions is primarily accomplished by a formula related to the number of students served. Florida A&M University receives its equitable share of formula-generated support for these functions. Each year, the State University System makes an assessment of the physical plant needs at each institution.

In addition, a special study was done in 1974 to assess Florida A&M University's resources in comparison to the facilities at the other universities. As previously discussed, the University has received substantial supplemental allocations over the past several years to improve its physical facilities. As a result, the institution's facilities have been brought to a quality comparable to other universities. The University is currently undergoing a special needs assessment to project facility requirements and usage. Because of the many variables inherent in a complex and changing university system, there is an on-going process which attempts to address changing conditions as they relate to allocation of resources. Any negative impact upon a given institution resulting from the allocation formulas is identified and addressed as a result of this process.

C. Program Duplication

The Board of Regents, in 6C-1.03 of the Florida Administrative Code, is required to:

see that all unreasonable duplication among the institutions in the State University System be avoided and as the State Board of Education has directed, [to] carry forward the operation of the State University System as a coordinated unit in providing high quality programs for meeting the educational needs of the citizens of Florida.

The State University System has provided for the multiple location of many programs, some of which are core curricula, and others which either meet specific needs of a particular service area or are high demand programs which are selectively duplicated to provide convenient access. The System's ongoing deliberative process of program review addresses the need for and quality of similar programs within the System. Special attention will be given to program duplication among residential institutions (Florida A&M University, Florida State University, and University of Florida).

Florida reaffirms its intention to:

USE DELIBERATIVE PROCESSES TO EVALUATE THE NEED FOR AND QUALITY OF DEGREE PROGRAMS IN THE STATE UNIVERSITY SYSTEM. IF THE PROGRAM REVIEW PROCESS AND THE ROLE AND SCOPE PROCESS IDENTIFY ANY EDUCATIONALLY UNNECESSARY PROGRAM DUPLICATION, THE STATE WILL ELIMINATE SUCH PROGRAMS, GIVING DUE RECOGNITION TO THE OBJECTIVE OF STRENGTHENING THE TRADITIONALLY BLACK UNIVERSITY.

D. New Programs

The introduction of new programs in public higher education in Florida is not expected to be of significant proportions in the next decade. Low demand programs will be eliminated and new programs may be created to meet changing societal needs and changing student demands. There will be considerable sharing of resources to provide cooperative programs. Within the System, impetus for establishing a new degree program normally begins at the institutional level. When any degree

program is proposed, the State presently requires an impact study which addresses the effect of the program on access for black students and the effect upon Florida A&M University.

Florida reaffirms its intention to:

GIVE PRIORITY CONSIDERATION TO PLACING ANY NEW UNDERGRADUATE, GRADUATE, OR PROFESSIONAL DEGREE OR NON-DEGREE PROGRAM WHICH MAY BE PROPOSED AT THE TRADITIONALLY BLACK INSTITUTION, CONSISTENT WITH ITS MISSION AND CONSISTENT WITH THE EDUCATIONAL NEEDS OF THE STATE. WHEN SUCH PROGRAMS ARE PROPOSED BY FLORIDA A&M UNIVERSITY, CONSISTENT WITH ITS MISSION AND CONSISTENT WITH THE NEEDS OF THE STATE AND STUDENTS, PRIORITY CONSIDERATION WILL BE GIVEN FOR PROGRAM APPROVAL AND FOR DEVELOPMENT ASSISTANCE.

E. Approval Process

Florida has been and will continue using procedures which will analyze the effect of rules and regulations on access of blacks to public higher education and on Florida A&M University. Impact studies and other procedures will be used more effectively to insure goal achievement. This is currently accomplished by not only requiring institutional impact assessment, but also through statutorily established procedures governing the decision-making process in the State of Florida. Under the Administrative Procedure Act, all public agencies are required to make available for public inspection "all rules formulated, adopted, or used by the agency in the discharge of its function." The rule adoption process requires public notice by publication and public hearings. In addition, the SUS monitoring process will provide a system of review which will make recommendations to the Presidents and the Chancellor as appropriate.

Florida reaffirms its intentions to:

USE IMPACT ASSESSMENT AND PUBLIC HEARINGS WHEN CONSIDERING CHANGES AND TAKE ACTIONS THAT WILL NOT THWART THE ACHIEVEMENT OF THE STATE'S EQUAL OPPORTUNITY GOALS.

F. Notification

Florida law requires widely advertised public hearings when any changes in the operation of a public state agency or system are considered. Thus, in conjunction with review through the appropriate monitoring systems, the State University System and the Division of Community Colleges will:

ADVISE OCR OF PROPOSED MAJOR CHANGES IN THE MISSION OR THE CHARACTER OF ANY INSTITUTION WITHIN THE STATE SYSTEMS WHICH MAY IMPACT THE ACHIEVEMENT OF EQUAL OPPORTUNITY GOALS PRIOR TO THEIR FORMAL ADOPTION BY THE GOVERNING BOARDS.

G. Timetables for Implementation

The State University System will develop and implement actions necessary to achieve the goals stated in this section. The State will retain the flexibility to terminate actions which are not effective and to implement additional actions which will insure that goals are met.

1. The current mission of each institution is defined on a basis other than race. A review of the role and scope of the State University System and each institution is being conducted and will be completed by April 30, 1978.
2. Steps to strengthen the role of Florida A&M University will continue.
   a. By October 5, 1977, supporting documentation of current resource comparability will be transmitted to HEW.
   b. Supporting documentation, including an update of studies of resource comparability will be submitted to HEW by July 31, 1978, after the missions of the universities have been redefined.

3. Program duplication will be addressed by the State University System through the Program Review and Role and Scope processes. Special attention will be given to program duplication among residential institutions (Florida A&M University, Florida State University, and the University of Florida). In addition, these processes are used to address cooperative programs, reassigning specified programs, resources and/or services among institutions. Reports from these processes will be made available on an annual basis.

4. There are no plans for merger of any universities and/or community colleges.

5. By January 1, 1978, supporting documentation on Florida A&M University's physical plant comparability will be submitted to HEW.

6. Beginning with the Academic Year 1978-79, upon completion of a redefinition of the roles and missions for all state universities, priority consideration will be given to placing at Florida A&M University any new proposed undergraduate, graduate, professional degree and non-degree programs, consistent with its mission and the educational needs of the State.

II. EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

FLORIDA REAFFIRMS ITS COMMITMENT TO THE GOAL OF ASSURING EQUAL EDUCATIONAL OPPORTUNITIES IN THE PUBLIC COMMUNITY COLLEGE SYSTEM AND THE STATE UNIVERSITY SYSTEM. FURTHER, THE STATE IS COMMITTED TO INSURING THAT THE SYSTEMS, AS A WHOLE, AND EACH INSTITUTION ARE OPEN AND ACCESSIBLE TO ALL STUDENTS, AND OPERATE ON AN EQUAL OPPORTUNITY BASIS WITHOUT REGARD TO RACE.

In support of this goal, Florida makes the following specific commitments:

A. TO CONTINUE TO ENROLL AS FIRST-TIME STUDENTS IN THE PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES, TAKEN AS A WHOLE, BLACK/WHITE PROPORTIONS WHICH APPROXIMATE THE BLACK/WHITE PROPORTIONS OF THE APPROPRIATE POOLS OF POTENTIAL STUDENTS IN THE STATE.

B. TO INCREASE THE ENROLLMENT OF BLACKS ENTERING THE UPPER DIVISION OF PREDOMINANTLY WHITE UNIVERSITIES UNTIL THE PROPORTION APPROXIMATES THE BLACK PROPORTION WHO COMPLETE LOWER DIVISION WORK IN THE UNIVERSITIES AND COMMUNITY COLLEGES. EACH INSTITUTION WILL MAKE AN EQUITABLE CONTRIBUTION TOWARD MEETING THIS GOAL.

C. TO ENROLL FROM THE STATE UNIVERSITY SYSTEM INSTITUTIONS FIRST TIME GRADUATE AND PROFESSIONAL STUDENTS IN BLACK/WHITE PROPORTIONS WHICH APPROXIMATE THE BLACK/WHITE PROPORTIONS OF STUDENTS WHO GRADUATE WITH BACHELOR'S DEGREES AND APPROPRIATE ACADEMIC MAJORS FROM INSTITUTIONS WITHIN THE STATE UNIVERSITY SYSTEM. EACH INSTITUTION WILL MAKE AN EQUITABLE CONTRIBUTION TOWARD MEETING THIS GOAL WITHIN EACH OF ITS MAJOR FIELDS OF GRADUATE AND PROFESSIONAL STUDIES.

D. BEGINNING IN 1979, NUMERICAL GOALS WILL BE ESTABLISHED TO INCREASE THE NUMBER OF WHITE STUDENTS ATTENDING THE TRADITIONALLY BLACK INSTITUTION.

E. FOR THOSE STUDENTS SEEKING DEGREES OR CERTIFICATES, FLORIDA WILL EXAMINE THE PROPORTION OF BLACK AND WHITE STUDENTS COMPLETING AND GRADUATING FROM PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES. IF ANY DISPARITY EXISTS, FLORIDA WILL TAKE REASONABLE STEPS REQUIRED TO REDUCE THE DISPARITY.

F. FLORIDA IS COMMITTED TO MAINTAINING EXTENSIVE ACCESS AND MOBILITY BETWEEN PUBLIC COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES AND WILL CONTINUE THE OPEN ADMISSIONS POLICY THAT ALLOWS ANY HIGH SCHOOL GRADUATE, REGARDLESS OF RACE, ADMISSION TO ANY PUBLIC COMMUNITY COLLEGE AND WHICH PERMITS ANY COMMUNITY COLLEGE A.A. DEGREE GRADUATE TO BE READILY ADMITTED TO THE UNIVERSITIES THROUGH THE ARTICULATION AGREEMENT. THEREFORE, FLORIDA IS COMMITTED TO CONTINUE THE OPEN ADMISSIONS POLICY WHICH IS NOT BASED UPON RACE.

III. GOVERNING BOARDS AND EMPLOYMENT

A. EMPLOYMENT

Florida reaffirms its intention to:

ACHIEVE BLACK/WHITE PROPORTIONS IN EACH EMPLOYMENT CATEGORY IN PUBLIC HIGHER EDUCATION IN FLORIDA WHICH APPROXIMATE THE BLACK/WHITE PROPORTIONS IN THE APPROPRIATE POOLS FROM WHICH INSTITUTIONS OBTAIN THEIR EMPLOYEES. EACH INSTITUTION AND AGENCY WILL ALOPT A PLAN WHICH WILL IDENTIFY THE APPROPRIATE POOLS OF POTENTIAL EMPLOYEES AND THE MEASURES TO BE USED IN THE EMPLOYMENT PROCESS.

Through the continued implementation of affirmative action policies, the hiring rate of blacks in the Community College and State University Systems as well as state level staffs of the governing and coordinating agencies shall not be less than the proportion of black individuals holding required qualifications and credentials and available for employment in the relevant labor markets.

While the institutions and the state level staffs of the governing and coordinating agencies will use affirmative action procedures in the employment of staff, considerations of demand as well as supply will influence directly their capacity to achieve the goals. Additionally, it is anticipated that some institutions may have a stable or declining number of total positions which means that only through attrition/turnover will there be vacant positions to be filled.

B. GOVERNING BOARDS

Florida reaffirms its intention to:

MAINTAIN A PROPORTION OF BLACK/WHITE REPRESENTATION ON ALL APPOINTIVE STATEWIDE AND INSTITUTIONAL GOVERNING BOARDS WHICH APPROXIMATES OF BLACK/WHITE POPULATION.

IV. MONITORING AND EVALUATION

Florida reaffirms its intention to:

INSURE EFFECTIVE EVALUATION OF PROGRESS IN THE IMPLEMENTATION OF THE STATE PLAN.

The Commissioner of Education will appoint a biracial council. The council shall be composed of not less than fifty percent lay citizens and shall include representation from the Department of Education, the Community Colleges, and the State University System. A majority of the members of the Council will be black. The Community College system and the State University System each will use biracial advisory and monitoring councils.

V. CONCLUSION

The two systems of higher education, and each institution, will develop and implement plans to insure that Florida's commitments under each section are met. The plans will include numerical goals, timetables, and actions necessary to achieve the commitments. Acting within the powers reserved to the States under the Tenth Amendment to the Constitution of the United States; acting within the powers granted to it in Article IX of the Constitution of the State of Florida; and, acting within the powers and resources granted to it by the Legislature and of the State of Florida and the Congress of the United States, Florida will continue to take appropriate steps in support of equal access and equal opportunity for all in public higher education.

THE STATE EQUAL ACCESS-EQUAL OPPORTUNITY PLAN

FOR

THE FLORIDA PUBLIC COMMUNITY COLLEGE SYSTEM

Approved:
Council of Presidents
August 26, 1977

THE STATE EQUAL ACCESS-EQUAL OPPORTUNITY PLAN
FOR THE FLORIDA PUBLIC COMMUNITY COLLEGE SYSTEM
August, 1977

FOREWORD

The State of Florida has a constitutionally created, elective State Board of Education with broad, general responsibilities for all public education in Florida from early childhood through the highest professional and graduate level programs.

The responsibility for insuring or monitoring equal access and equal opportunity* for all in the public community colleges in Florida is shared by:

(a) the State Board of Education including the Commissioner of Education;

(b) the 28 local district boards of trustees, created statutorily, to serve as the governing bodies for the colleges;

(c) the Community College Advisory Council, created statutorily, to serve in a leadership role by advising and recommending broad, general policies for consideration by the Legislature, the State Board of Education, the Commissioner of Education, the 28 district boards of trustees, the Council of Presidents, and the Division of Community Colleges;

(d) the Community College Council of Presidents:

(e) the Division of Community Colleges; and,

(f) the Community College System Equal Access - Equal Opportunity Council.

Coordination between the public community college system and other components of public education is effected by the State Board of Education, the

* The terms "equal access and equal opportunity" shall be interpreted to include compliance with State and Federal mandates relating to protected classes, e.g., Blacks, other minority, women and handicapped persons.

Commissioner of Education and a number of intra and inter-departmental and institutional committees and task forces. Coordination and dissemination within the community college system is accomplished primarily by Division staff working with and through the Council of Presidents, the Council of Instructional Affairs, the Council of Student Affairs, the Council of Business Officers, the Equal Access - Equal Opportunity Council, and a number of standing or ad hoc committees and task forces. Special coordination relative to equal access and equal opportunity involves all of the regular coordinating groups and processes plus (a) specific institutional personnel with designated equal access-equal opportunity responsibilities, and (b) institutional equal access-equal opportunity advisory and monitoring committees.

The Florida public community college system's commitment to equal access and equal opportunity is demonstrated, in part, by the fact that:

(a) The State Board of Education by official action

(1) adopted Rule 6A-14.247 which requires each district board of trustees to "...(9) Equal Access/Equal Opportunity. Provide for opportunity for employment by the college and for opportunity to utilize instructional services provided by the college without regard to race or color, ethnic background, religion or sex.";

(2) adopted Rule 6A-14.60 - "Accountability of community colleges. The standards set forth in 6A-14.60 comprise a system for the exercise of local control and provide the basis for accountability to the State Board of Education. These standards shall be the minimum standards required in section 230.755, the Florida Statutes," and,

(3) adopted Rule 6A-14.61 - "Standards for community colleges. To ensure quality in college programs, the State Board of Education sets forth the following accountability standards."...(4) Equal Opportunity. The programs and services of the college shall afford equal opportunity for programs and services without regard to race or color, ethnic background, religion or sex..."

(b) Each district board of trustees, by official action of the board, set forth its commitment to equal access and equal opportunity.

(c) The State Community College Council and the Council of Presidents by official action, set forth their commitment to equal access and equal opportunity.

(d) The Division of Community Colleges, by official action of the Director,

(1) created and appointed a state-wide Equal Access - Equal Opportunity Council whose membership is composed of 70% Black persons and 10% other minority persons. (Women constitute 50 % of the Council), and

(2) assigned a professional staff person full-time equal access-equal opportunity responsibilities.

(e) Each college has adopted and has implemented, in part, an Equal Access - Equal Opportunity Plan.

(f) In a two year period (Fall, 1974 - Fall, 1976) Black college level enrollments in Florida's public community colleges increased by approximately 9,000 students or approximately 70%. Black students constituted approximately 16% of all first time in college students for the Fall term, 1976.

(g) Black AA and AS degree recipients increased approximately 150% between 1972/3 - 1975/6 or from 1,039 to 2,631 graduates.

(h) In the Fall, 1976, Black employees constituted approximately 8% of all executive, administrative and managerial employees; 11% of all instructional employees; 13% of all professional employees, and 21% of all support staff employees.

The Florida public community college system has a strong, documented, and continuing commitment to equal access and equal opportunity for all.

It should be pointed out that, in some respects, the H.E.W. Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education call for a lesser effort than the 1974 Plan under which the Florida Community College System had been operating and making progress. The system-wide Equal Access - Equal Opportunity Council had been greatly encouraged by the manner in which the colleges had responded to the original Plan and trusts that there will be maximum flexibility in evaluating goals, measures, time-tables, processes, etc. with respect to the new Plan. Further, the EA-EO Council is requesting that colleges exceed requirements of the H.E.W. Criteria. The Florida Community College System is not content with just meeting minimal goals but will seek to continue the positive, constructive thrust that is reflected in its current goals and procedures.

While the Florida Public Community College System Equal Access - Equal Opportunity Plan speaks to all persons including all protected classes, the criteria require that special and particular attention and actions be devoted to Black persons since they have been subjected to racially segregated systems of higher education. One major thrust of this plan is to insure that access and opportunities in higher education for Black persons shall be increased.

The ultimate goal of the Community College System Equal Access - Equal Opportunity Plan is to eliminate the need for such a plan, i.e., to achieve a community college population(students and employees) in which all persons

are considered solely on the basis of their individual talents and needs without regard to any artificial considerations, and which reflects the population characteristics of the geographic districts served by each college. The Community College System looks forward to the time when there are no real or perceived barriers to full, comfortable participation in the main stream of community college education by all who choose to do so.

THE STATE EQUAL ACCESS-EQUAL OPPORTUNITY PLAN
FOR THE FLORIDA PUBLIC COMMUNITY COLLEGE SYSTEM

CONTENTS

		PAGE
I.	ENHANCE A SALUTARY ENVIRONMENT THAT IS FULLY SUPPORTIVE OF AN INTEGRATED OR UNITARY SYSTEM IN WHICH CULTURAL, ECONOMIC, SOCIAL, AND EDUCATIONAL DIVERSITY ARE RECOGNIZED AS ASSETS IN THE EDUCATIONAL ENTERPRISE	1
II.	INSURE APPROPRIATE REPRESENTATION ON GOVERNING AND ADVISORY COMMITTEES AND COUNCILS	2
III.	INSURE THAT THE POPULATION OF THE DISTRICT SERVED BY THE COLLEGE, INCLUDING PERSONS ENROLLED IN OR EMPLOYED BY THE COLLEGE, IS AWARE OF THE COMMITMENT OF THE COLLEGE TO EQUAL ACCESS AND EQUAL OPPORTUNITY	3
IV.	INCREASE BLACK STUDENT ENROLLMENT OF HIGH SCHOOL GRADUATES TO THE LEVEL NECESSARY TO ACHIEVE PARITY WITH WHITE STUDENT ENROLLMENT OF HIGH SCHOOL GRADUATES: INSURE A SYSTEM-WIDE ENROLLMENT LEVEL OF NON-BLACK MINORITY AND WOMEN STUDENTS WHO CAN BENEFIT FROM POST-SECONDARY EDUCATION TO A SYSTEM ENROLLMENT PROPORTION AT LEAST EQUAL TO THEIR PROPORTION IN FLORIDA'S POPULATION AND, INCREASE THE SYSTEM ENROLLMENT OF HANDICAPPED STUDENTS	4
V.	DEVELOP AND IMPLEMENT APPROPRIATE TECHNIQUES, STRATEGIES, AND MECHANISMS FOR ASSESSMENT OF STUDENTS	5
VI.	DEVELOP AND IMPLEMENT THE USE OF NON-TRADITIONAL AS WELL AS TRADITIONAL CRITERIA IN ORDER TO PROVIDE OPTIONS TO OPPORTUNITIES FOR ADMISSION OF PERSONS WHO TRADITIONALLY HAVE NOT BEEN ADMITTED TO SELECTIVE ADMISSIONS PROGRAMS OF THEIR CHOICE FOR WHICH THEY ARE QUALIFIED	6
VII.	PROVIDE AN ADEQUATE FINANCIAL AID PROGRAM FOR ECONOMICALLY DISADVANTAGED STUDENTS	7
VIII.	PROVIDE GREATER EMPHASIS ON ACADEMIC, CAREER, AND PERSONAL COUNSELING FOR ALL STUDENTS, AND ESPECIALLY FOR OTHERWISE DISADVANTAGED STUDENTS	8
IX.	PROVIDE ADEQUATE OPPORTUNITIES FOR EDUCATIONALLY DISADVANTAGED STUDENTS TO REACH THEIR EDUCATIONAL GOALS WITHIN A REASONABLE PERIOD OF TIME CONSISTENT WITH THEIR EDUCATIONAL NEEDS AND GOALS AT THE TIME THEY ENTER THE COLLEGE AND CONSISTENT WITH THE FUNCTION OF THE COLLEGE TO IMPROVE THE PERFORMANCE OF ALL STUDENTS	8

		PAGE
X.	CONTINUE STUDIES RELATIVE TO STUDENT RETENTION AND PROGRAM COMPLETION AND EMPLOYEE RETENTION AND PROMOTION	9
XI.	PROVIDE OPPORTUNITIES FOR AND ENCOURAGE ALL STUDENTS TO PARTICIPATE FULLY IN STUDENT GOVERNMENT, SOCIAL, ATHLETIC, ACADEMIC, CULTURAL, RECREATIONAL, AND OTHER EXTRA-CURRICULAR ORGANIZATIONS, ACTIVITIES, AND PROGRAMS	10
XII.	INSURE AN APPROPRIATE MIX IN THE NUMBER OF BLACKS, OTHER MINORITY PERSONS, WOMEN, AND HANDICAPPED PERSONS EMPLOYED BY THE COLLEGES ESPECIALLY IN THE ADMINISTRATIVE AND INSTRUCTIONAL CATEGORIES	11
XIII.	INSURE THAT THE IMPACT ON BLACKS, OTHER MINORITY PERSONS, WOMEN, AND THE HANDICAPPED OF PROPOSED CHANGES IN THE MISSION AND CHARACTER OF THE COLLEGE IS CONSIDERED BEFORE DECISIONS TO CHANGE ARE MADE	13
XIV.	ENCOURAGE INSTITUTIONAL RESEARCH RELATIVE TO THE COMPONENTS OF THE EQUAL ACCESS - EQUAL OPPORTUNITY PLAN	14
XV.	PROVIDE NARRATIVE REPORTS AND STATISTICAL DATA REQUISITE FOR MEASURING PROGRESS TOWARD THE ACHIEVEMENT OF EQUAL ACCESS - EQUAL OPPORTUNITY GOALS	14
XVI.	REQUIRE EACH COLLEGE TO DEVELOP AND IMPLEMENT AN EQUAL ACCESS-EQUAL OPPORTUNITY PLAN WHICH ADDRESSES THE SPECIFIC NEEDS OF BLACKS, OTHER MINORITY PERSONS, WOMEN AND THE HANDICAPPED	14
XVII.	MONITOR THE PROGRESS OF THE FLORIDA COMMUNITY COLLEGE SYSTEM IN MEETING EQUAL ACCESS - EQUAL OPPORTUNITY GOALS	15
XVIII.	EMPLOY AT THE DIVISION LEVEL NOT LESS THAN ONE FULL-TIME PROFESSIONAL STAFF PERSON TO SERVE IN A SYSTEM-WIDE EQUAL ACCESS - EQUAL OPPORTUNITY COORDINATING CAPACITY	17
XIX.	ESTABLISH SPECIFIC SYSTEM-WIDE EQUAL ACCESS AND EQUAL OPPORTUNITY GOALS AND TIME-TABLES	18
	CONCLUSION	22

THE FLORIDA PUBLIC COMMUNITY COLLEGE SYSTEM PLAN

In carrying out its purposes and mission to all of the people of Florida, the community college system through the 28 public colleges shall continue to serve as a creative force in helping to shape an environment in which each human being is offered an opportunity to develop his or her abilities and talents to the fullest along a pathway chosen by the individual without regard to race or color, sex, age, handicap, religious or political beliefs, or other unfair or artificial barriers. The Florida Community College System shall continue to exert specific, positive, constructive, and educationally sound efforts to:

1. ENHANCE A SALUTARY ENVIRONMENT THAT IS FULLY SUPPORTIVE OF AN INTEGRATED OR UNITARY SYSTEM IN WHICH CULTURAL, ECONOMIC, SOCIAL, AND EDUCATIONAL DIVERSITY ARE RECOGNIZED AS ASSETS IN THE EDUCATIONAL ENTERPRISE.

   A. There are no legal barriers in Florida to a racially integrated or unitary community college system. All of Florida's public community colleges are open to otherwise qualified persons who seek to enroll or who seek employment without regard to race or color, sex, age, or handicap status. ("otherwise qualified" refers only to specific requirements such as physical strength or agility, successful completion of prerequisite courses, or other specifically stated criteria which may be reasonably applied to predict success in a course or program.)

   The colleges all operate with an "open door" admissions policy.

   B. There is a continuing obligation on the part of each college to examine carefully its policies, procedures, processes, and student and employee attitudes and behavior to determine if any conditions exist which might be inimical to equal access and equal opportunity for all. If any such conditions exist, the college has the responsibility

to take appropriate, timely steps within its authority, its influence, and its resources to correct or to eliminate such conditions. The college shall report annually on its progress toward meeting this obligation.

C. Community and institutional representatives including students should be invited and encouraged by each college to advise and counsel appropriate college personnel and students relative to real or perceived barriers to equal access and equal opportunity. Each college should develop and implement its own process(es) for inviting and receiving such advice and counsel on a regular and continuing basis. Blacks, other minority persons, women, and handicapped persons should constitute not less than 50% of the community and institutional representatives providing equal access - equal opportunity advice and counsel to the college.

D. It is recommended strongly that there be a <u>single</u> Equal Access - Equal Opportunity internal advisory and monitoring committee with responsibility for concerns relating to <u>all</u> protected classes. Under such an "umbrella" committee, there would be no objection to subcommittees for Title VI, Title IX, Section 504, or other applicable Federal or State mandates. The same concept should apply to any external EA-EO advisory and monitoring committee.

II. <u>INSURE APPROPRIATE REPRESENTATION ON GOVERNING AND ADVISORY COMMITTEES AND COUNCILS.</u>

A. To insure that the community college system is responsive to a variety of needs, it is important to have representatives of Black, other minority, women, and handicapped interests participate directly in the decision-making process.

B. To achieve appropriate representation on governing boards, the Governor, in consultation with the Director of the Division of Community Colleges, will appoint to the district board of trustees persons who clearly represent and are representative of the aforementioned interests. Each district board of trustees will include in its membership not less than one Black person and not less than one woman.

C. The composition of every appointive advisory committee or council at the college and at the division level in which the college or the Division is the leading agency should include Black persons, women, other minority persons, and handicapped persons to the extent feasible. Every general occupational advisory committee (umbrella committee) shall include Black, women, other minority and handicapped persons.

III. INSURE THAT THE POPULATION OF THE DISTRICT SERVED BY THE COLLEGE, INCLUDING PERSONS ENROLLED IN OR EMPLOYED BY THE COLLEGE, IS AWARE OF THE COMMITMENT OF THE COLLEGE TO EQUAL ACCESS AND EQUAL OPPORTUNITY.

A. Each college should develop and implement specific strategies, processes, and mechanisms for publicizing both internally and externally its commitment to equal access and equal opportunity. It should be made clear by the college that its commitment extends to all facets of the governance, operation, programs, activities, and services of the college.

B. Each college should make a special effort to communicate to all employees and students the meaning of equal access - equal opportunity and their roles and responsibilities with respect to achieving the goals set forth in this Plan.

C. Brochures, catalogs, stationery, and handbooks should reflect commitment to equal access - equal opportunity.

IV. INCREASE BLACK STUDENT ENROLLMENT OF HIGH SCHOOL GRADUATES TO THE LEVEL NECESSARY TO ACHIEVE PARITY WITH WHITE STUDENT ENROLLMENT OF HIGH SCHOOL GRADUATES; INSURE A SYSTEM-WIDE ENROLLMENT LEVEL OF NON-BLACK MINORITY AND WOMEN STUDENTS WHO CAN BENEFIT FROM POST-SECONDARY EDUCATION TO A SYSTEM ENROLLMENT PROPORTION AT LEAST EQUAL TO THEIR PROPORTION IN FLORIDA'S POPULATION AND, INCREASE THE SYSTEM ENROLLMENT OF HANDICAPPED STUDENTS.

A. Post-secondary education should be viewed as much more than "traditional college level education. Community colleges differ substantially from baccalaureate degree granting institutions. In addition to college transfer courses and programs, community colleges offer a variety of non-college level courses and programs including adult basic education, remedial and avocational and citizenship courses, and specialized community outreach programs. All of these programs are available to Blacks, other minority persons, women and handicapped students being served by the colleges.

B. The road to success is not necessarily paved with an associate or a baccalaureate degree, nor is the absence of a college degree a true measure of the worth of an individual or of an individual's depth and breadth of knowledge, understanding, and skill. Freedom of choice to pursue programs which will meet the requirements of each student, not in which program a student is enrolled, is the heart of equal access-equal opportunity. Providing educational programs and services designed to meet a variety of needs, interests, and goals is at the heart of the community college philosophy.

C. In the public Community College and State University Systems as a whole, parity for Black students shall be defined as a proportion of Black high school graduates enrolled in public community colleges and universities equal to the relative proportion of White high school

graduates, i.e., if 50% of the White high school graduates attend public community colleges, parity would be achieved in community colleges when 50% of the Black high school graudates attend public community colleges.

D. Each college shall develop and implement a recruitment program(s) designed to attract and encourage the enrollment of all persons who can benefit from the programs and services offered by the college. The program(s) shall include specific procedures, techniques, and mechanisms for positive, successful recruitment of Black, other minority, women, and handicapped persons, and for recruiting "other sex" persons for traditionally "single sex" programs. The program(s) shall include strategies for articulation with secondary and vocational schools in the district and with the State University System.

V. DEVELOP AND IMPLEMENT APPROPRIATE TECHNIQUES, STRATEGIES, AND MECHANISMS FOR ASSESSMENT OF STUDENTS.

A. Non-traditional, innovative techniques, strategies, and mechanisms should be an integral part of and included along with the traditional in any plan(s), standard(s) or program(s) for assessing students.

B. Each college should explore the feasibility of and potential for defining computational, reading, and oral and written communications skills needed by program completers for successful performance in the activity for which the program provides preparation. It is anticipated that required skills and skill levels will vary among programs.

VI. DEVELOP AND IMPLEMENT THE USE OF NON-TRADITIONAL AS WELL AS TRADITIONAL CRITERIA IN ORDER TO PROVIDE OPTIONS TO OPPORTUNITIES FOR ADMISSION OF PERSONS WHO TRADITIONALLY HAVE NOT BEEN ADMITTED TO SELECTIVE ADMISSIONS PROGRAMS OF THEIR CHOICE FOR WHICH THEY ARE QUALIFIED.

A. Selective admissions programs have developed primarily because of limited class sizes in specific programs. The tendency has been to select for admission to such programs only those who score the highest on traditional criterion measures without regard to other intangible factors and experiences which might help to predict success in the programs.

B. In determining qualification for its selective admissions programs, each college shall develop criteria which should include such intangible factors as interest, motivation, persistence, and other factors which might have a direct relationship to an individual's potential for success in a program of his or her choice. The criteria should include recognition of an individual's previous formal or informal experience in a similar or related field or activity. Consideration should be given to providing an applicant the opportunity to select from among several criteria those three, four, or more which give the applicant the best chance or score to meet the requirements for admission. Special emphasis shall be placed on enrolling Black students in selective admissions programs. Any existing racial barriers to selective admissions programs shall be eliminated.

C. To assist in choosing among qualified applicants and to broaden the range of talents in selective admissions programs, each college should explore the feasibility of developing and implementing procedures for insuring that not less than twenty percent of the membership (enrollees) of each entering class shall be chosen from persons who score in the middle and lower ranges of the qualifying scores.

D. Each college should take appropriate steps to insure that persons who seek but do not qualify for admission to selective admission programs have made available to them counseling designed to assist them to qualify at a later date or to develop more realistic, obtainable career goals. In selective admissions programs, a counseling decision to recommend alternative career goals should be made in writing to the student. A form may be developed for this purpose.

VII. PROVIDE AN ADEQUATE FINANCIAL AID PROGRAM FOR ECONOMICALLY DISADVANTAGED STUDENTS.

A. Each college shall develop and implement a financial aid program based on realistic income and expense criteria. The program should recognize that grants, scholarships, and tuition waivers are preferred to loans by the most economically disadvantaged students. The college should provide work-study assignments that parallel career interests in as many instances as feasible.

B. Each college should develop and implement a placement program designed to assist students to secure part-time employment with private and with other public employers.

VIII. PROVIDE GREATER EMPHASIS ON ACADEMIC, CAREER, AND PERSONAL COUNSELING FOR ALL STUDENTS, AND ESPECIALLY FOR EDUCATIONALLY OR OTHERWISE DISADVANTAGED STUDENTS.

A. Each college shall develop and implement a counseling program(s) designed, in part, to assist each student to develop a sense of self-worth and to define realistic goals and the methods for achieving such goals. Special steps shall be taken to sensitize personnel to the unique needs of Black, other minority, women and handicapped students.

B. Each college should encourage the development of peer counseling activities and services.

C. Each college should work cooperatively with appropriate counseling personnel in the secondary and vocational schools in its district and with appropriate counseling and recruiting personnel in the State University System.

IX. PROVIDE ADEQUATE OPPORTUNITIES FOR EDUCATIONALLY DISADVANTAGED STUDENTS TO REACH THEIR EDUCATIONAL GOALS WITHIN A REASONABLE PERIOD OF TIME CONSISTENT WITH THEIR EDUCATIONAL NEEDS AND GOALS AT THE TIME THAT THEY ENTER THE COLLEGE AND CONSISTENT WITH THE FUNCTION OF THE COLLEGE TO IMPROVE THE PERFORMANCE OF ALL STUDENTS.

A. Each college shall develop and implement a program(s) designed to identify educationally disadvantaged students; to apprise students of any real or perceived academic deficiencies; and, to make available specific programs and services which will assist students to overcome academic deficiencies whether it be through alternative instructional delivery systems, tutoring, "how to study" sessions, special laboratories, or other appropriate techniques, processes, or mechanisms.

B. One of the purposes of such a program(s) shall be to reduce any disparity between the proportion of Black students and the proportion of White students seeking and earning degrees and certificates. For those seeking

degrees or certificates, parity for Black students completing programs shall be defined as a proportion of Black students seeking and earning degrees and certificates equal to the relative proportion of White students seeking and earning degrees and certificates, i.e., if 50% of the White students seeking degrees or certificates earn degrees or certificates, parity would be achieved when 50% of the Black students seeking degrees or certificates earn degrees or certificates. Each college shall attempt to reduce any existing disparity factor at the earliest possible date but not later than June, 1982.

X. CONTINUE STUDIES RELATIVE TO STUDENT RETENTION AND PROGRAM COMPLETION AND EMPLOYEE RETENTION AND PROMOTION.

A. Traditional attrition/retention concepts are not valid criteria for assessing progress for community college students. The "new" community college student often is a "stop-out" rather than a "drop-out". The majority of students attend part-time rather than full-time. Many community college students are not seeking a degree or a certificate; rather, they enter with a specific, often limited goal, e.g., to learn to type 35 words per minute; to acquire basic skill in welding which will permit them to enter the labor market within a very short period of time; to improve data processing skills; or, a variety of other short-term specific goals. We need to know the goal of each student before we can call that student a drop-out because he or she did not complete a course or a program. Rather than conduct traditional attrition/retention studies, community colleges will conduct student goal/goal completion studies.

B. Each college shall conduct studies to determine student goals; achievement or failure to achieve goals; and reasons for not achieving goals. Each college shall take appropriate steps to provide opportunities for the non-achievers or the under-achievers to succeed in their chosen programs or to develop alternative goals.

C. Each college shall develop and conduct employee retention and promotion studies to determine if its rate of employee turnover or length of time without promotion indicate the need for improved personnel policies, practices or procedures. Special emphasis in the studies shall be placed on the retention and promotion of Black, other minority, women and handicapped employees.

XI. PROVIDE OPPORTUNITIES FOR AND ENCOURAGE ALL STUDENTS TO PARTICIPATE FULLY IN STUDENT GOVERNMENT, SOCIAL, ATHLETIC, ACADEMIC, CULTURAL, RECREATIONAL, AND OTHER EXTRA-CURRICULAR ORGANIZATIONS, ACTIVITIES, AND PROGRAMS.

A. Part of the education of college students involves educational experiences outside of the classroom, the library, and the laboratory. Even though most community college students are "commuter" students, opportunities should be provided for them to participate in a variety of non-academic experiences.

B. Each college should provide opportunities for and encouragement to all students to broaden their educational experience by participating in extra-curricular organizations, activities, and programs.

C. Membership requirements for participation in extra-curricular organizations shall be reviewed and, where necessary, revised by each college to insure that no artifical barriers to membership and participation exist.

XII. INSURE AN APPROPRIATE MIX IN THE NUMBER OF BLACKS, OTHER MINORITY PERSONS, WOMEN, AND HANDICAPPED PERSONS EMPLOYED BY THE COLLEGES ESPECIALLY IN THE ADMINISTRATIVE AND INSTRUCTIONAL CATEGORIES.

A. Each college shall develop and implement a job classification and compensation plan.

B. Each college shall review and, if necessary, revise the qualifications for each job to insure that only essential educational attainments or job skills and only the essential quality and number of years of experience for satisfactory job performance are required for employment by the college.

C. Each college shall review and, if necessary, revise its job classification and compensation plan to insure that all employees are granted equal pay for equal work.

D. Each college shall develop and implement an employee recruitment program(s) designed to attract and encourage qualified persons to seek employemnt with the college. The program(s) shall include specific procedures, techniques, and mechanisms for positive, successful recruitment of Black, other minority, women, handicapped persons, and "other sex" persons for traditionally "single sex" occupations.

E. Each college shall develop and implement as part of its Equal Access-Equal Opportunity plan an affirmative action employment plan which shall include specific employment goals and related time-tables for achieving them. The plan shall include a current (October,1977) employment profile and a year-by-year projection through October 1, 1981. The profile shall utilize the current O.C.R. definitions of employment categories.

1. The 1981 goal for the racial mix in the professional staff should approximate the percentage of Black persons receiving master's degrees from colleges and universities in the Southern states, i.e., ten percent. Professional staff shall be defined as those persons employed in the executive, administrative, and managerial; instructional; and, professional categories. Southern states shall be defined as Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Each college and the Division Office shall establish as a goal, by job category, that not less than ten percent of its professional staff shall be composed of Black persons not later than October 1, 1981. Any college which does not believe that it can achieve the ten percent goal shall cite its reasons for establishing a goal of less than ten percent. Any college or the Division Office failing to show substantial progress each year toward meeting its goal shall provide complete documentation of its affirmative action efforts.
2. The 1981 goal for the racial mix in the non-professional staff at each college and in the Division Office by job category should approximate the proportion of Black persons in the relevant labor market area. The relevant labor market shall be defined as persons holding the required credentials or skills of the population between the ages of 18 - 65 in the district served. Any college or the Division Office failing to show substantial progress each year toward meeting this goal shall provide complete documentation of its affirmative action efforts.

3. Until employment goals set forth in this plan are met, the proportion of Black persons hired in each job category shall be not less than the proportion of Black individuals with the credentials or skills required for such positions in the relevant labor market.

F. Each college should develop, disseminate, and implement search and screening processes to be utilized in the employment of all full-time personnel in the professional staff categories. The processes should address both initial employment and promotion. In its plan, the college shall describe also its processes for employment and promotion of non-professional staff. Committees should be utilized in the search, screening and promotion processes.

G. The Division of Community Colleges will disseminate weekly to appropriate institutions and agencies a list of known professional staff vacancies.

H. Each college should develop and implement a plan(s) to place increased emphasis on staff and faculty development especially for Black, other minority, women, and handicapped employees in order to provide them with enhanced equal opportunitites for retention and promotion.

XIII. <u>INSURE THAT THE IMPACT ON BLACKS, OTHER MINORITY PERSONS, WOMEN, AND THE HANDICAPPED OF PROPOSED CHANGES IN THE MISSION AND CHARACTER OF THE COLLEGE IS CONSIDERED BEFORE DECISIONS TO CHANGE ARE MADE.</u>

A. Each college shall develop and implement procedures, processes and mechanisms designed to provide input from classes of persons who will be affected by proposed changes in the aformentioned areas.

B. Each college should explore the feasibility of requesting the college EA-EO Committee and EA-EO Coordinator to review proposed changes before they are transmitted to the district board.

C. If a district board of trustees determines that any changes proposed will have a negative effect on Blacks, other minority persons, women, or handicapped persons as a class(es), it should not make the changes or it should take other appropriate action to offset any negative impact before instituting, or simultaneously with the institution of, the changes having the negative impact.

D. At least 45 days prior to the proposed implementation date of the changes, each college will provide the Division of Community Colleges with a copy of all proposed major changes which might have a major impact on Black persons. Each college will receive and consider any timely input from the Division Office, O.C.R., or other interested persons relative to the proposed changes. "Goverment in the Sunshine" will prevail.

XIV. ENCOURAGE INSTITUTIONAL RESEARCH RELATIVE TO THE COMPONENTS OF THE EQUAL ACCESS - EQUAL OPPORTUNITY PLAN

A. Each college should develop and implement a plan(s) to assess its progress toward achieving equal access - equal opportunity goals and to develop more effective strategies for the implementation of its EA-EO plan.

XV. PROVIDE NARRATIVE REPORTS AND STATISTICAL DATA REQUISITE FOR MEASURING PROGRESS TOWARD THE ACHIEVEMENT OF EQUAL ACCESS - EQUAL OPPORTUNITY GOALS.

A. Each college shall supply narrative reports and statistical data on a semi-annual basis as required by and in the format specified by the Division of Community Colleges and the U.S. Department of Health, Education, and Welfare.

XVI. REQUIRE EACH COLLEGE TO DEVELOP AND IMPLEMENT AN EQUAL ACCESS - EQUAL OPPORTUNITY PLAN WHICH ADDRESSES THE SPECIFIC NEEDS OF BLACKS, OTHER MINORITY PERSONS, WOMEN, AND THE HANDICAPPED.

A. The plan shall include specific programs, techniques, strategies, and mechanisms for meeting the needs of all students and employees including

meeting the unique needs of Black, other minority, women, and handicapped persons. The plan also shall include specific numerical goals and timetables where appropriate and where required to measure progress toward achieving equal access and equal opportunity goals and commitments, and a specific procedure(s) for monitoring the implementation of the plan. Black, other minority, women, and handicapped persons shall participate directly in the development of the plan and in monitoring the implementation of the plan.

B. Each college shall submit an equal access - equal opportunity plan to the Division of Community Colleges. A system-wide equal access - equal opportunity advisory and monitoring council shall evaluate all college plans and shall make appropriate recommendations for change.

XVII. MONITOR THE PROGRESS OF THE FLORIDA COMMUNITY COLLEGE SYSTEM IN MEETING EQUAL ACCESS - EQUAL OPPORTUNITY GOALS.

A. The Director of the Division of Community Colleges shall maintain a system-wide equal access - equal opportunity advisory and monitoring council.

B. The EA-EO Council shall include in its membership Blacks, at least one other minority person, women, and at least one handicapped person. The majority of the membership of the EA-EO Council shall be composed of Black persons and women.

C. The duties and responsibilities of the EA-EO Council shall include:

1. Receiving copies of all equal access - equal opportunity plans, reports, and other pertinent data and information submitted by the colleges to H.E.W. or to the Division Office.

2. Evaluating the status of each college with respect to equal access -

equal opportunity. The evaluation procedure shall be as follows:

Each member of the Council and the Community College System Civil Rights Compliance Coordinator shall review equal access - equal opportunity plans or reports of progress submitted by each college. Each member shall rate each college plan, except his or her own college, as outstanding, acceptable, conditionally acceptable, or unacceptable, and each college progress report as reflecting substantial progress, progress, limited porgress, or no progress. The individual ratings shall be filed at each semi-annual meeting of the Council.

3. Meeting at least two times each year. At these two regular Council meetings, the Council shall reach concensus on the evaluation of each college; shall make recommendations relative to the improvement of college plans, programs, processes, priorities, and procedures; and shall prepare a report which shall be distributed to each college, such report to include the Council's evaluatic and recommendations. The Council shall submit copies of its college evaluations and recommendations to the Director of the Division of Community Colleges. Each college may submit to the Director of the Division of Community Colleges a response to the findings and recommendations of the Council.
4. Reviewing reports on the status of the Division Office relative to equal access - equal opportunity submitted to it by the Division Office; evaluating the Division Office with respect to equal access - equal opportunity; and preparing a report to the Director of the Division of Community Colleges, such report to include its evaluation and recommendations.

5. Keeping minutes of all Council meetings which shall be distributed to Council members, the Council of Presidents, the Office for Civil Rights, H.E.W., Equal Access - Equal Opportunity Coordinators, and other interested parties upon request. In the event that the Council has developed its evaluation and recommendations without having available to it all of the information submitted by a college, or if the Council should inadvertently misinterpret any material, or data, submitted by a college, memoranda required to adjust an evaluation or recommendation shall be prepared and distributed to those who received copies of the original evaluation and recommendations.
6. Meeting at other times upon the call of the Community College System Civil Rights Compliance Coordinator or the Director of The Division of Community Colleges.
7. Reviewing and participating in the preparation of semi-annual reports to be submitted to the Office for Civil Rights, H.E.W.
8. Making on-site visits to colleges to assist the colleges in equal access - equal opportunity plan evaluation and implementation.

XVIII. EMPLOY AT THE DIVISION LEVEL NOT LESS THAN ONE FULL-TIME PROFESSIONAL STAFF PERSON TO SERVE IN A SYSTEM-WIDE EQUAL ACCESS - EQUAL OPPORTUNITY COORDINATING CAPACITY.

A. The professional staff person (Civil Rights Compliance Coordinator) shall meet with and serve as a resource person to the system-wide Equal Access - Equal Opportunity Council.

B. Articulation and cooperation with the Division of Public Schools, Division of Vocational Education, and Division of Universities with reference to equal access and equal opportunity shall be one of the responsibilities of the Civil Rights Compliance Coordinator.

C. The Coordinator, along with other Division personnel, shall work cooperatively with other agencies in the interests of equal access - equal opportunity.

D. The Coordinator shall work cooperatively with other Division personnel in the preparation and analysis of information and data relative to equal access - equal opportunity.

E. The Coordinator shall serve as a resource person to and shall work cooperatively with the 28 public community colleges in the interests of equal access - equal opportunity.

F. The Coordinator shall serve as a contact person for and work cooperatively with the Office of Civil Rights, H.E.W.

XIX. ESTABLISH SPECIFIC SYSTEM-WIDE EQUAL ACCESS AND EQUAL OPPORTUNITY GOALS AND TIME-TABLES.

A. The system-wide Equal Access - Equal Opportunity Council shall continue to serve in an advisory and monitoring capacity.

B. A full-time professional staff person shall continue to serve as a Civil Rights Coordinator in the Division of Community Colleges.

C. Not later than October 21, 1977, each college shall develop and transmit to the Division of Community Colleges a comprehensive, specific equal access - equal opportunity plan including goals, time-tables, and identification of persons involved in developing the plan, persons responsible for implementing the plan, and persons responsible for monitoring the plan.

D. Not later than November, 15, 1977, the Equal Access - Equal Opportunity Council shall review and evaluate institutional plans and shall make recommendations for any appropriate revisions or additions to the plans.

E. Not later than January 1, 1978, each college should have completed an evaluation of its current policies, procedures, processes, programs, and services, and student and employee attitudes to determine if any condition(s) exist which is inimical to equal access and equal opportunity for all. The evaluation shall include consideration for the unique needs

of Black persons, other minority persons, women, and handicapped persons. Members of these groups including organizations representing such groups shall be directly involved in the evaluation process and in developing recommendations for change.

F. By October 1, 1981, it is the goal of the Florida Community College System (aggregate of 28 colleges) to achieve an enrollment including all levels and categories of programs (e.g., college level, occupational, developmental, adult basic education, etc.) which will include not less than Black/White parity proportions for Black students; not less than six percent other minority students; not less than fifty percent women students; and, an increased number of handicapped persons

G. By October 1, 1981, it is the goal of the Community College System that enrollment in each of the health fields shall include not less than eight percent Black students and not less than four percent other minority students.

H. By October 1, 1981, it is the goal of the Community College System that enrollment and employment in all traditionally "single sex" programs will include enrollment and employment of persons of both sexes.

I. By October 1, 1981, it is the goal of the Florida Community College System and each institution in the system to achieve employment ratios as follows:

1. In each institution the executive, administrative, and managerial category not less than ten percent Black persons; in the System as a whole not less than five percent other minority persons; and, not less than twenty-two percent women.
2. In each institution in the instructional category, not less than ten percent Black persons; in the System as a whole not less than five percent other minority persons; and, not less than forty-five percent women.

3. In each institution in the professional category, not less than ten percent Black persons; in the System as a whole not less than five percent other minority persons; and, not less than forty-five percent women.

4. In each institution in each of the non-professional staff categories a racial, ethnic category and sex mix reflecting the relevant labor market mix in the district served by each college.

5. In traditionally "single sex" occupational categories, an increased number of "other sex" employees.

6. An increased number of handicapped persons; however, a numerical goal for handicapped employees will not be established.

7. Not later than October 21, 1977, each college shall project on an annual basis enrollment and employment by ethnic category and sex for Fall, 1978, and for each Fall through 1981.

J. It should be remembered that "goals and quotas" are not synonomous terms and shall not be treated as such. Goals are objectives which the System, through documented good faith efforts, will attempt to achieve. They are not cast in concrete - - and they speak to a minimum, not to an optimum or maximum.

K. It should also be noted that goals have been established for other than Title VI purposes. While all statistical data and required narrative data will be submitted to O.C.R., only that specified in the H.E.W. Criteria issued in July, 1977 shall be monitored for compliance by O.C.R. The Florida Community College System Equal Access - Equal Opportunity Council will monitor all goals.

While H.E.W. Criteria relate employment goals to the supply in a relevant labor market, it should be noted that the demand may exceed supply.

Florida's public community colleges are in competition with all levels of government, private and other public educational agencies, and institutions including the public school, and with private employers. Despite these facts, at both the professional and non-professional levels, the System has exceeded the labor market supply, i.e., the system now employs more than ten percent Black persons in the total professional category and more than 14.1 percent in the total support staff.

At the outset, it should be stated that some colleges will find it exceedingly difficult if not impossible to meet the established goals by 1981. There are a variety of factors that will cause several colleges great difficulty in meeting their fair share of employment goals. These colleges will supply specific documentation of their efforts to meet employment goals which appear to be totally unrealistic for them. The capacity of the colleges to do all that they would like to do in meeting all of the goals is dependent in part on securing adequate funds Both state and federal funding will be requested.

Time will have be provided to allow the system and each college to develop and implement an appropriate and adequate data base for information which has not been collected in the past. No new information can be collected prior to August, 1978. Goal/goal completion studies cannot begin prior to August, 1978.

Despite these and other problems which exist or which may arise, the Florida Community College System shall maintain its positive thrust relative to equal access and equal opportunity.

CONCLUSION

The purpose and mission of Florida's public Community College System include providing educational services to all of the people of Florida. The equal access - equal opportunity plan speaks directly to that purpose. And it speaks to the purpose of bringing into full participation in the educational mainstream those groups of persons who in the past may have been discriminated against, screened-out, 'gnored, or otherwise excluded from a vital part in the system. Any evaluation of equal access - equal opportunity in the Community College System should be measured by standards which recognize and reflect the unique character of community colleges and the students who enroll in them. Any evaluation should be conducted by educators who are committed to the community college philosophy which embraces fully equal access and equal opportunity for all.

The Florida Community College System commits itself to making full equal access and equal opportunity, not a dream, not a goal, but a reality.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
an equal opportunity employer

COMMUNITY COLLEGE SYSTEM - FALL, 1976

	EAM	I	P	S&C	T&P	SC	S&M	TOTAL
Full-time Black	7%	8%	14%	12%	12%	8%	50%	14.65%
Part-time Black	29%	13%	3%	17%	13%	14%	27%	13.80%
All Black	8%	11%	13%	14%	12%	8%	48%	14.30%
Goal:1981 Full-time Black	10%	10%	10%	13%	13%	13%	13%	
Full-time Female	18%	38%	40%	93%	45%	10%	20%	47.73%
Part-time Female	21%	41%	51%	73%	54%	5%	11%	44.36%
All Female	18%	40%	40%	88%	46%	10%	19%	46.35%
Goal:1981 Full-time Female	22%	45%	45%	53%	45%	13%	22%	
Full-time Hispanic	2%	2%	2%	4%	3%	4%	51%	2.22%
Part-time Hispanic	0%	4%	3%	11%	5%	14%	3%	4.47%
All Hispanic	2%	3%	2%	6%	3%	5%	4%	3.62%
Goal: 1981 Full-time Hispanic	5%	5%	5%	5%	5%	5%	5%	

COLLEGE _____ NAME OF COMMITTEE AD HOC EA-EO COMMITTEE

Please list members names below and check all appropriate columns for each member	Administrator	Faculty or Instructional/ Student Support	Classified-Staff	Student	Black Female	Black Male	White Female	White Male	Hispanic Female	Hispanic Male	Other Minority Female	Other Minority Male	Handicapped	Trustee	Lay Citizen

1976 CENSUS ESTIMATES
POPULATION BETWEEN AGES 18-65

COLLEGE	TOTAL	% NON-WHITE	% FEMALE
Brevard	154,548	8.33	50.72
Broward	486,950	10.33	53.91
Central Florida	79,407	13.39	53.71
Chipola	41,206	16.29	52.31
Daytona Beach	115,407	11.11	53.71
Edison	151,449	7.47	53.42
Fla. JC @ Jax.	373,218	19.67	51.01
Florida Keys	32,760	6.84	47.18
Gulf Coast	64,960	10.77	52.09
Hillsborough	351,949	11.08	52.96
Indian River	95,543	15.99	52.90
Lake City	36,807	17.85	46.68
Lake-Sumter	54,791	14.72	52.99
Manatee	138,075	7.91	55.49
Miami-Dade	848,523	14.53	53.15
North Florida	36,781	26.88	53.81
Okaloosa-Walton	74,349	7.57	50.19
Palm Beach	263,545	12.94	53.86
Pasco-Hernando	81,494	3.85	54.41
Pensacola	165,716	14.56	50.23
Polk	150,352	14.19	52.37
St. Johns River	72,177	13.44	53.39
St. Petersburg	326,288	8.08	54.91
Santa Fe	94,331	15.54	49.95
Seminole	79,663	8.13	54.21
South Florida	43,529	14.27	52.21
Tallahassee	112,434	24.10	52.13
Valencia	267,661	11.17	52.07
STATE:	4,793,908	12.70	52.83

FLORIDA COMMUNITY COLLEGE SYSTEM

	EMPLOYEES		STUDENTS	
	Actual	Estimated	Actual	Estimated
COLLEGE	Fall, 1976	Fall, 1981	Fall, 1976	Fall, 1981
Brevard	895	1,013	9,029	11,523
Broward	1,132	1,240	13,434	16,139
Central Florida	308	352	5,320	5,930
Chipola	148	160	1,733	2,000
Daytona Beach	1,502	2,124	12,347	18,963
Edison	267	295	3,379	4,300
Fla. JC @ Jax.	2,171	2,245	34,276	44,850
Florida Keys	117	149	1,378	1,850
Gulf Coast	212	278	2,844	3,802
Hillsborough	962	1,302	11,014	12,000
Indian River	374	393	10,677	13,682
Lake City	279	279	2,863	3,149
Lake-Sumter	137	167	1,947	2,450
Manatee	313	324	4,269	4,775
Miami-Dade	3,286	3,192	40,296	44,750
North Florida	91	100	1,963	2,000
Okaloosa-Walton	301	301	4,451	5,518
Palm Beach	689	776	7,694	8,200
Pasco-Hernando	230	352	3,858	8,857
Pensacola	724	800	14,118	16,366
Polk	372	382	4,473	4,974
St. Johns River	144	180	1,576	2,575
St. Petersburg	692	785	12,900	14,863
Santa Fe	681	609	6,010	8,000
Seminole	693	750	9,214	11,000
South Florida	122	140	2,141	3,355
Tallahassee	208	230	2,838	3,350
Valencia	564	750	7,730	10,500
All Colleges	17,164	19,668	233,772	289,721

Note: EMPLOYEES include both part-time and full-time personnel

STUDENTS refer to an unduplicated head count of all students in all programs

COLLEGE	% Black Population 18 - 65	% Black H. S. Grads	% Black Total FTIC	% Black B/W FTIC	Estimate % Black 18 - 65	% Black H. S. Grads	% Black B/W H.S. Grads	% Black FTIC	% Black B/W FTIC
Brevard	7.80	7.27	7.84	8.12	8.33	8.34	8.42	9.54	9.25
Broward	11.58	15.91	7.01	7.14	10.33	15.28	15.51	5.12	5.32
Central Florida	20.30	25.12	19.55	19.79	13.39	20.88	21.01	16.69	16.84
Chipola	18.43	22.92	18.82	19.20	16.29	23.17	23.19	19.73	19.95
Daytona Beach	13.83	17.28	10.56	10.56	11.11	18.36	18.34	14.90	15.02
Edison	9.50	11.98	9.41	9.52	7.47	9.40	9.66	6.38	6.46
Fla. JC @ Jax.	19.78	25.63	N/A	N/A	19.67	29.16	29.32	22.00	22.20
Florida Keys	7.18	11.48	4.08	4.49	6.84	11.44	12.67	7.49	8.05
Gulf Coast	12.35	16.53	11.29	11.41	10.77	15.18	15.30	9.15	9.28
Hillsborough	12.05	14.91	16.47	17.26	11.08	14.60	15.59	18.30	19.05
Indian River	20.83	28.49	60.36	61.39	15.99	26.05	26.25	21.62	21.97
Lake City	21.11	23.54	16.20	16.37	17.85	22.79	22.74	21.83	22.03
Lake-Sumter	18.20	20.85	20.72	20.93	14.72	19.76	19.57	14.56	14.76
Manatee	9.21	12.73	7.33	7.34	7.91	12.06	12.12	6.81	6.85
Miami-Dade	13.54	19.52	21.03	31.02	14.53	21.57	28.66	20.74	29.87
North Florida	29.09	36.74	18.46	18.53	26.88	41.72	41.76	26.07	26.07
Okaloosa-Walton	6.90	7.04	5.90	6.05	7.57	7.99	8.04	6.14	6.26
Palm Beach	16.67	22.95	9.38	9.74	12.94	23.60	24.43	11.46	12.09
Pasco-Hernando	6.82	6.38	2.92	2.97	3.85	5.82	5.87	12.83	13.09
Pensacola	14.50	23.74	11.51	11.62	14.56	22.96	23.04	12.59	12.75
Polk	15.83	21.77	15.75	15.92	14.19	22.02	22.15	18.40	18.97
St. Johns River	17.13	22.32	14.03	14.06	13.44	18.65	18.74	14.81	14.94
St. Petersburg	8.55	10.94	6.21	6.30	8.08	10.86	10.89	5.37	5.49
Santa Fe	15.48	28.47	15.69	16.45	15.54	27.70	28.00	26.15	27.11
Seminole	14.57	15.14	10.07	10.30	8.13	13.61	13.75	13.64	13.93
South Florida	16.69	19.52	7.48	7.92	14.27	19.93	20.50	8.86	9.17
Tallahassee	28.85	47.11	11.41	11.59	24.10	43.63	43.77	18.65	19.57
Valencia	12.55	15.30	11.10	11.36	11.17	14.56	14.73	11.60	12.02
STATE	14.01	18.76	12.29	13.74	12.70	18.67	19.60	14.69	15.87

* EXCLUDES FLA. JUNIOR COLLEGE AT JAX.

1980 Estimates - 14 SREB STATES

	BLACKS	WOMEN
Baccalaurate degrees	11.0%	44.6%
Master's degrees	9.6%	45.7%
Doctoral degrees	N/A	18.8%
First Professional degrees	N/A	15.0%

Fields With Good Supply

	BLACKS	WOMEN
Social Work	X	X
Education	X	X
Social Science	X	
Mathematics & Statistics	X	X
Business	X	
Home Economics	X	X
Accounting	X	
Library Science	X	X
Health Professions	X	X
Foreign Language	X	X
Communications		X
Urban & Regional Planning	X	
Fince Arts		X
Public Affairs		X
Psychology		X

FULL-TIME FEMALE EMPLOYEES

COLLEGE	1976 Exec., Admin. & Mgr.	1981 Exec., Admin. & Mgr.	1976 Instructional	1981 Instructional	1976 Professional	1981 Professional	1976 Secretarial and Clerical	1981 Secretarial and Clerical	1976 Technical and Paraprofessional	1981 Technical and Paraprofessional	1976 Skilled Crafts	1981 Skilled Crafts	1976 Service and Maintenance	1981 Service and Maintenance
Brevard	0/17	4/17	81/244	110/244	7/10	5/10	99/104	53/104	40/86	39/86	0/5	0/5	18/54	12/54
Broward	8/43	9/43	103/272	122/272	14/28	13/28	167/187	101/187	12/24	11/24	0/13	2/13	5/95	19/95
Central Florida	2/15	3/15	20/83	37/83	9/16	7/16	30/32	17/32	16/22	10/22	0/4	0/4	3/21	5/21
Chipola	3/14	3/14	20/65	29/65	3/4	2/4	19/19	10/19	0/0	0/0	0/0	0/0	12/28	6/28
Daytona Beach	7/36	8/36	42/136	61/136	7/16	7/16	88/95	51/95	2/9	4/9	0/8	1/8	7/40	9/40
Edison	7/27	6/27	20/63	26/63	6/9	4/9	55/60	32/60	4/7	3/7	0/3	0/3	2/14	3/14
Fla. JC @ Jax.	17/88	19/80	153/339	153/339	24/38	17/38	194/210	107/210	33/61	27/61	21/72	9/72	21/97	21/97
Florida Keys	5/14	3/14	8/33	15/33	1/4	2/4	24/25	12/25	3/6	3/6	0/4	0/4	0/4	1/4
Gulf Coast	1/21	5/21	31/72	32/72	0/0	0/0	38/39	20/39	1/6	3/6	0/2	0/2	11/37	8/37
Hillsborough	9/39	9/39	85/198	89/198	8/30	14/30	122/132	70/132	41/62	28/62	3/17	2/17	13/52	11/52
Indian River	1/10	2/10	31/75	34/175	26/44	20/44	25/25	13/25	1/5	2/5	0/0	0/0	10/27	6/27
Lake City	6/19	4/19	20/72	32/72	4/9	4/9	41/42	20/42	9/10	5/10	0/5	0/5	9/21	5/21
Lake-Sumter	1/9	2/9	9/38	17/38	4/8	4/8	21/21	11/21	1/2	1/2	0/0	0/0	0/9	2/9
Manatee	3/18	4/18	38/91	41/91	0/0	0/0	62/68	37/68	8/13	6/13	0/5	0/5	4/31	7/31
Miami-Dade	12/50	11/50	328/898	404/898	13/81	36/81	473/517	274/517	69/202	91/202	5/72	9/72	18/292	64/292
North Florida	2/9	2/9	14/37	17/37	6/10	5/10	17/17	9/17	0/0	0/0	0/0	0/0	7/17	3/17
Okaloosa-Walton	2/16	4/16	20/70	32/70	6/15	7/15	43/46	23/46	2/13	6/13	0/0	0/0	12/34	10/34
Palm Beach	9/44	10/44	73/168	76/168	8/24	11/24	97/98	53/98	12/17	8/17	0/7	1/7	3/34	10/46
Pasco-Hernando	0/12	3/12	12/37	17/37	12/28	13/28	52/54	29/54	2/3	1/3	0/2	0/2	3/13	3/13
Pensacola	3/41	9/41	127/294	132/294	15/67	30/67	156/164	82/164	15/57	26/57	0/18	2/18	35/82	18/82
Polk	2/33	7/33	36/97	44/97	5/11	5/11	57/58	30/58	14/28	13/28	0/2	0/2	17/35	8/35
St. Johns River	0/11	2/11	11/39	18/39	2/11	5/11	21/21	11/21	3/3	1/3	0/0	0/0	6/16	4/16
St. Petersburg	13/60	13/60	112/298	134/298	17/48	22/48	173/176	97/176	11/22	10/22	0/24	3/24	5/64	14/64
Santa Fe	5/37	8/37	116/248	112/248	23/54	24/54	103/116	58/116	8/27	12/27	1/10	1/10	16/63	14/63
Seminole	6/29	6/29	31/89	40/89	7/23	10/23	52/54	29/54	1/5	2/5	0/9	1/9	7/21	5/21
South Florida	1/8	2/8	7/28	13/28	1/1	0/1	17/17	9/17	0/0	0/0	0/0	0/0	2/8	2/8
Tallahassee	7/15	3/15	14/63	28/63	4/8	4/8	29/32	17/32	2/2	1/2	0/0	0/0	3/27	6/27

FULL-TIME BLACK EMPLOYEES

COLLEGE	1976 Exec. Admin. & Mgr.	1981 Exec. Admin. & Mgr.	1976 Instructional	1981 Instructional	1976 Professional	1981 Professional	1976 Secretarial and Clerical	1981 Secretarial and Clerical	1976 Technical and Paraprofessional	1981 Technical and Paraprofessional	1976 Skilled Crafts	1981 Skilled Crafts	1976 Service and Maintenance	1981 Service and Maintenance
Brevard	1/17	2/17	14/244	24/244	1/10	1/10	8/104	8/104	8/85	7/86	0/5	0/5	31/54	4/54
Broward	5/43	4/43	15/272	27/272	3/28	3/28	13/187	19/187	1/24	2/24	0/13	1/13	17/85	9/85
Central Florida	1/15	2/15	12/83	8/83	3/16	2/16	1/32	4/32	3/22	3/22	1/4	1/4	8/21	3/21
Chipola	1/14	1/14	2/65	6/65	0/4	0/4	4/19	3/19	0/0	0/0	0/0	0/0	9/28	4/23
Daytona Beach	5/36	4/36	9/136	14/136	5/16	2/16	19/95	10/95	0/9	1/9	2/8	1/8	32/40	4/40
Edison	2/27	3/27	4/63	6/63	1/9	1/9	1/60	4/60	0/7	0/7	0/3	0/3	4/14	1/14
Fla. JC @ Jax.	11/88	9/88	53/339	34/339	12/38	4/38	32/210	42/210	11/61	12/61	5/22	14/22	58/97	19/97
Florida Keys	1/14	1/14	0/33	3/33	1/4	0/4	3/25	2/25	0/6	0/6	0/4	0/4	3/4	0/4
Gulf Coast	1/21	2/21	3/72	7/72	0/0	0/0	5/39	4/39	0/6	1/6	0/2	0/2	23/37	4/37
Hillsborough	5/39	4/39	19/198	29/198	2/30	3/30	17/132	15/132	16/62	7/62	0/17	2/17	22/52	6/52
Indian River	2/10	1/10	5/75	8/75	7/44	4/44	3/25	4/25	1/5	1/5	0/0	0/0	14/27	4/27
Lake City	2/19	2/19	3/72	7/72	0/9	1/9	3/42	8/42	0/10	2/10	0/5	1/5	12/21	4/21
Lake-Sumter	0/9	1/9	2/38	4/38	1/8	1/8	2/21	3/21	0/2	0/2	0/0	0/0	3/9	1/9
Manatee	0/18	2/18	5/91	9/91	0/0	0/0	7/68	5/68	0/13	1/13	0/5	0/5	9/31	2/31
Miami-Dade	7/50	5/50	83/898	90/898	7/81	8/81	88/517	78/517	27/202	30/202	7/72	11/72	169/292	44/292
North Florida	0/9	1/9	2/37	4/37	0/10	1/10	1/17	5/17	0/0	0/0	0/0	0/0	9/12	3/12
Okaloosa-Walton	0/16	2/16	1/70	7/70	1/15	1/15	3/46	4/46	1/13	1/13	0/0	0/0	14/44	4/44
Palm Beach	1/44	4/44	15/168	17/168	5/24	2/24	8/98	13/98	2/17	2/17	0/7	1/7	7/44	6/44
Pasco-Hernando	1/12	1/12	1/37	4/37	7/28	3/28	5/54	2/54	0/3	0/3	0/2	0/2	1/13	1/13
Pensacola	1/41	4/41	19/294	29/294	4/67	7/67	11/164	25/164	6/57	9/57	4/18	3/18	63/82	12/82
Polk	1/33	3/33	8/97	10/97	2/11	1/11	15/58	8/58	3/28	4/28	0/2	0/2	27/35	5/35
St. Johns River	0/11	1/11	1/39	4/39	0/11	1/11	1/21	3/21	0/3	0/3	0/0	0/0	3/16	2/16
St. Petersburg	4/60	6/60	18/298	30/298	6/48	5/48	17/176	14/176	2/22	2/22	0/24	2/24	15/64	5/64
Santa Fe	2/37	4/37	10/248	25/248	10/54	5/54	12/116	19/116	1/27	4/27	2/10	2/10	40/63	10/63
Seminole	0/29	3/29	7/89	9/89	2/23	2/23	10/54	4/54	0/5	0/5	1/9	1/9	11/21	2/21
South Florida	0/8	1/8	2/28	3/28	1/1	0/1	3/17	3/17	0/0	0/0	0/0	0/0	2/8	1/8
Tallahassee	0/15	2/15	5/63	6/63	2/8	1/8	8/32	8/32	0/2	0/2	0/0	0/0	20/27	6/27
Valencia	1/33	3/33	9/139	14/139	4/32	3/32	13/114	13/114	0/14	2/14	1/7	1/7	11/43	6/43

31 FULL-TIME BLACK EMPLOYEES

COLLEGE	EAM	I	P	S&C	T&P	SC	S&M
Brevard	-1	-10	ok	ok	ok	ok	ok
Broward	ok	-12	ok	-6	ok	ok	ok
Central Florida	-1	ok	ok	-3	ok	ok	ok
Chipola	ok	-4	ok	ok	ok	ok	ok
Daytona Beach	ok	-5	ok	ok	-1	ok	ok
Edison	-1	-2	ok	-3	ok	ok	ok
Fla. JC @ Jax.	ok	ok	ok	-10	-1	-9	ok
Florida Keys	ok	-3	ok	ok	ok	ok	ok
Gulf Coast	-1	-4	ok	ok	-1	ok	ok
Hillsborough	ok	-10	-1	ok	ok	-2	ok
Indian River	ok	-3	ok	-1	ok	ok	ok
Lake City	ok	-4	-1	-5	-2	-1	ok
Lake-Sumter	-1	-2	ok	-1	ok	ok	ok
Manatee	-2	-4	ok	ok	-1	ok	ok
Miami-Dade	ok	-7	-1	ok	-3	-4	ok
North Florida	-1	-2	-1	-4	ok	ok	ok
Okaloosa-Walton	-2	-6	ok	-1	ok	ok	ok
Palm Beach	-3	-2	ok	-5	ok	-1	ok
Pasco-Hernando	ok	-3	ok	ok	ok	ok	ok
Pensacola	-3	-10	-3	-14	-3	ok	ok
Polk	-2	-2	ok	ok	-1	ok	ok
St. Johns River	-1	-3	-1	-2	ok	ok	ok
St. Petersburg	-2	-12	ok	ok	ok	-2	ok
Santa Fe	-2	-7	ok	-7	-3	ok	ok
Seminole	-3	-2	ok	ok	ok	ok	ok
South Florida	-1	-1	ok	ok	ok	ok	ok
Tallahassee	-2	-1	ok	ok	ok	ok	ok
Valencia	-2	-6	ok	ok	-2	ok	ok

32 FULL-TIME FEMALE EMPLOYEES

COLLEGE	EAM	I	P	S&C	T&P	SC	S&M
Brevard	-4	-29	ok	ok	ok	ok	ok
Broward	-1	-19	ok	ok	ok	-2	-14
Central Florida	-1	-17	ok	ok	ok	ok	-2
Chipola	ok	-9	ok	ok	ok	ok	ok
Daytona Beach	-1	-19	ok	ok	-2	-1	-2
Edison	ok	-8	ok	ok	ok	ok	-1
Fla. JC @ Jax.	-2	ok	ok	ok	ok	ok	ok
Florida Keys	ok	-7	-1	ok	ok	ok	-1
Gulf Coast	-4	-1	ok	ok	-2	ok	ok
Hillsborough	ok	-4	-6	ok	ok	ok	ok
Indian River	-1	-3	ok	ok	-1	ok	ok
Lake City	ok	-12	ok	ok	ok	ok	ok
Lake-Sumter	-1	-8	ok	ok	ok	ok	-2
Manatee	-1	-3	ok	ok	ok	ok	ok
Miami-Dade	ok	-76	-23	ok	-22	-4	-46
North Florida	ok	-3	ok	ok	ok	ok	ok
Okaloosa-Walton	-2	-12	-1	ok	-4	ok	ok
Palm Beach	-1	-3	-3	ok	ok	-1	-7
Pasco-Hernando	-3	-5	-1	ok	ok	ok	ok
Pensacola	-6	-5	-15	ok	-11	-2	ok
Polk	-5	-8	ok	ok	ok	ok	ok
St. Johns River	-2	-7	-3	ok	ok	ok	ok
St. Petersburg	ok	-22	-5	ok	ok	-3	-9
Santa Fe	-3	ok	ok	ok	-4	ok	ok
Seminole	ok	-9	-3	ok	-1	-1	-2
South Florida	-1	-6	ok	ok	ok	ok	ok
Tallahassee	ok	ok	ok	ok	ok	ok	-3
Valencia	ok	ok	ok	ok	-1	-1	-2

HEALTH RELATED PROGRAMS
NON-DISCRIMINATION STATUS REPORT

Program Name _____

Calendar Years	1976		1977		1978		1979		1980		1981	
	No.	% Total	No.	% Total	No.	% Total	No.	% Total	No.	% Total	No.	% Total
A. Total Applications Submitted:												
1. Black												
2. Hispanic												
3. Other Minority												
4. Female												
5. Male												
B. Total Taking Entrance Examinations:												
1. Black												
2. Hispanic												
3. Other Minority												
4. Female												
5. Male												
C. Total Interviewed:												
1. Black												
2. Hispanic												
3. Other Minority												
4. Female												
5. Male												
D. Total Admitted to Program:												
1. Black												
2. Hispanic												
3. Other Minority												
4. Female												
5. Male												
E. Total Completing Program:												
1. Black												
2. Hispanic												
3. Other Minority												
4. Female												
5. Male												
F. Total Passing Credentialing Exam:												
1. Black												
2. Hispanic												
3. Other Minority												
4. Female												
5. Male												

College: _____

EMPLOYMENT INFORMATION AND GOALS

SERVICE AND MAINTENANCE POSITIONS: (and all categories)

(FULL-TIME)

	WHITE				BLACK				HISPANIC			OTHER MINORITY			TOTAL		
	MALE		FEMALE		MALE		FEMALE		TOTAL		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL		
	#	%	#	%	#	%	#	%	#	%	#	#	#	#	#	#	#	#
FALL, 1976																		
FALL, 1977																		
FALL, 1978																		
FALL, 1979																		
FALL, 1980																		
FALL, 1981																		

(PART-TIME)

FALL, 1976																		
FALL, 1977																		
FALL, 1978																		
FALL, 1979																		
FALL, 1980																		
FALL, 1981																		

(COMBINED FULL AND PART-TIME)

FALL, 1976																		
FALL, 1977																		
FALL, 1978																		
FALL, 1979																		
FALL, 1980																		
FALL, 1981																		

FALL, 1977

College:_____

FIRST TIME IN COLLEGE PROJECTION AND GOALS

(FULL-TIME)

	TOTAL				BLACK				HISPANIC				OTHER MINORITY				WHITE			
	MALE		FEMALE		MALE		FEMALE	TOTAL	MALE		FEMALE	TOTAL	MALE		FEMALE	TOTAL	MALE		FEMALE	TOTAL
	#	%	#	%	#	%	#	#	#	%	#	#	#	%	#	#	#	%	#	#
AA Degree Programs																				
AS Degree Programs																				
Certificate Programs																				
Other Programs																				
Unclassified																				

(PART-TIME)

AA Degree Programs																				
AS Degree Programs																				
Certificate Programs																				
Other Programs																				
Unclassified																				

(COMBINED FULL AND PART-TIME)

AA Degree Programs																				
AS Degree Programs																				
Certificate Programs																				
Other Programs																				
Unclassified																				

STATE UNIVERSITY SYSTEM
REVISED PLAN FOR EQUALIZING EDUCATIONAL OPPORTUNITY IN PUBLIC HIGHER EDUCATION IN FLORIDA

OCTOBER 1977

AMENDED: JANUARY, 1978
APPROVED BY HEW: FEBRUARY, 1978

State University System
Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida

CONTENTS

		PAGE
INTRODUCTION		1
I.	HISTORICAL OVERVIEW OF FLORIDA'S PLAN FOR EQUALIZING EDUCATIONAL OPPORTUNITIES	2
	A. Preliminary Actions	2
	B. Court Order	3
	C. Plans Filed	3
	D. Highlights of the Supplement to the Florida Plan of 1974	7
	E. Progress to Date	9
II.	THE STATE UNIVERSITY SYSTEM REVISED PLAN FOR EQUALIZING EDUCATIONAL OPPORTUNITY IN PUBLIC HIGHER EDUCATION IN FLORIDA	13
	A. Enhancement of Florida A&M University	15
	1. Enhancement Actions	15
	2. Mission Defined on a Basis Other Than Race (HEW Criterion IA)	18
	3. Specific Actions in Support of Continued Enhancement of Florida A&M University (HEW Criterion IB)	23
	a. Implementation of New Programs	23
	b. Funding of New and Planned Programs at Florida A&M University for Enhancement (HEW Criteria IB3 and IB5)	32
	c. Strengthening Existing Programs	36
	d. Resolution of Program Duplication	39
	e. Program Authorization and Notification	44
	4. Timetable for Implementation	46
	B. Equal Educational Opportunities for Students	51

		PAGE
1.	Specific Commitments to Increased Black Student Enrollment	51
(A)	First Time in College Student Enrollment (HEW Criterion II-A)	51
(B)	Increased Upper Division Enrollment (HEW Criterion II-B)	55
(C)	Increased Enrollment in Graduate and Professional Programs (HEW Criterion II-C)	67
(D)	Numerical Goals for Increased White Student Enrollment at the Traditionally Black Institution (HEW Criterion II-D)	74
(E)	Achievement of Educational Goals (HEW Criterion II-E)	76
(F)	Access Between the Public Community Colleges and Public Universities (HEW Criterion II-F)	83
C.	Special Affirmations and Actions in Support of Student Goals	86
ACTION FORM ONE:	Plans to Increase Black Student Enrollment at all Levels	89
ACTION FORM TWO:	Program to Increase Black Graduate Students Within the State University System	92
ACTION FORM THREE:	Board of Regents Special Summer Program for Black Graduate and Professional Students	93
ACTION FORM FOUR:	University Admissions Standards	94
ACTION FORM FIVE:	Retention Programs for Black Students	97
ACTION FORM SIX:	Equal Access of Financial Aid Within the State University System	99
D.	Equal Employment Opportunities and Governing Board Representation	101

		PAGE
1.	Projected Employment Goals for the State University System	101
2.	Interim Projected Institutional Goals (HEW Criterion III)	107
3.	Governing Board Representation	114
E.	Special Affirmations and Actions in Support of Employment Goals	114
ACTION FORM SEVEN:	Establishment and Monitoring of Employment Goals	115
ACTION FORM EIGHT:	State University System Recruitment and Selection Procedures to Complement University Affirmative Action Plans	117
ACTION FORM NINE:	Program to Increase the Number of Black Faculty and Staff Within the State University System	119
ACTION FORM TEN:	Upward Mobility Training Programs for Black Employees Within the State University System	121
ACTION FORM ELEVEN:	Assessing the Impact of Specific Actions on Goal Achievement	122
ACTION FORM TWELVE:	Monitoring and Measuring of Progress to Provide Equal Access and Equal Opportunity Throughout the State University System of Florida	124
CONCLUSION		127

State University System Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida

INTRODUCTION

In response to the Department of Health, Education and Welfare "Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education," issued in July, 1977, this supplement restates System goals and details additional specificity of action, rate of implementation, and reporting and monitoring procedures to demonstrate progress made in relation to Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education, as adopted by the State Board of Education on September 6, 1977.

In summary, Florida's response to the HEW Guidelines addresses three broad areas: (1) mission and enhancement of the traditionally black institution, (2) enrollment and progression of black students from first-time-in-college through graduate and professional schools, and (3) the representation of blacks on governing boards and on the faculties and staffs of universities and governing boards.

This 1977 revision builds upon the best features of the Plans for Equalizing Educational Opportunity in Public Higher Education in Florida approved by the Department of Health, Education and Welfare in June, 1974. In combination, this Revised Plan, along with the State's Commitment document, outline a blueprint for achieving equal educational and employment opportunities for all citizens of Florida.

I

HISTORICAL OVERVIEW OF FLORIDA'S PLANS FOR EQUALIZING EDUCATIONAL OPPORTUNITIES

A. Preliminary Actions

While Title VI of the Civil Rights Act was adopted in 1964, the Department of Health, Education and Welfare made no contacts with the State University System of Florida with respect to this law until August, 1969. During that month, the Regional Office of the Department Of Health, Education and Welfare wrote to the Board of Regents' Office and the individual universities for updated information, and raised several questions about desegregation programs and hiring practices. For a period of several months thereafter, there was an exchange of letters with the Atlanta Regional Office relative to these requests. Between November 12, 1969 and December 12, 1969, representatives from the Regional Office for Civil Rights conducted on-site compliance reviews of the State universities.

On February 26, 1970, the former Chancellor and the University Presidents received letters from the Regional Director of the Office for Civil Rights requesting that within 120 days detailed plans be submitted for compliance with Title VI. July 10, 1970, the Board of Regents responded that in meeting the requirements it would adhere to to the plans submitted by the individual universities operating under a general policy of nondiscrimination adopted by the Regents. The Regional Director of the Office for Civil Rights acknowledged receipt of that letter on July 30, 1970.

B. Court Order

In late 1972, the Legal Defense Fund of the National Association for the Advancement of Colored People filed suit in the United States District Court for the District of Columbia requesting an order directing the Department of Health, Education and Welfare to begin enforcement proceedings against states which had not filed acceptable plans for compliance with Title VI. On February 16, 1973, the U.S. District Court entered an order directing the Department of Health, Education and Welfare to begin enforcement proceedings against ten states, including Florida, which had not filed systemwide plans for compliance. (Adams v. Richardson, 356 F. Supp. 92 (D.D.C. 1973).

The U.S. Court of Appeals for the District of Columbia, on June 12, 1973 upheld the lower court order with the exception that it modified the ruling to allow the states additional time to submit their plans.

C. Plans Filed

On June 10, 1973, the State University System of Florida filed with the Department of Health, Education and Welfare A Plan for Equalizing Educational Opportunity in the State University System which was approved by the Board of Regents on June 5, 1973. The Florida Plan at that time encompassed only the State University System.

On November 10, 1973, the Department of Health, Education and Welfare advised the Commissioner of Education that the Florida Plan was deficient in that it did not include desegregation plans for the Community College System and lacked specificity as to the steps or processes by which Florida's system of higher education would be converted from a dual to a

unitary system and the "vestiges of a dual system" would be removed. At conferences held with higher education officials of the ten states in Atlanta on December 12 and 13, 1973, and with Florida higher education officials in Tallahassee on December 14, 1973, HEW officials clarified points raised regarding the November 10, 1973 compliance letter.

On January 15, 1974, the State Board of Education reaffirmed the goal of the State of Florida that higher education institutions provide equal educational opportunities and charged the Commissioner of Education to develop and implement plans for removing any remaining vestiges of a dual system of higher education as required by the Department of Health, Education and Welfare. On February 15, 1974, the Commissioner of Education filed with the Office for Civil Rights a two volume plan entitled Plans for Equalizing Educational Opportunities in Public Higher Education in Florida. The Plan for the State University System was built upon concepts approved by the Regents at its June 5, 1973 meeting.

On April 19, 1974, the Director of the Office for Civil Rights, Mr. Peter E. Holmes, wrote the Commissioner of Education that the Florida plans lacked specificity as to how some of the programs outlined in the plans would be carried out. The letter set forth 16 specific commitments to be made by the State Board of Education, the Board of Regents and the Governor and 18 specific actions which the Office for Civil Rights required in order to bring the plans into compliance. The Office for Civil Rights obtained from the U.S. District Court an extension of time until June 21, 1974 in which to notify the court as to whether the plans

submitted would be accepted. The states were given until June 1 to file the requested revisions or supplements.

A commitment resolution was submitted to the State Board of Education for action on May 21, but the State Board decided to defer the action until June 4 in order to allow time for the Board of Regents to act on the revised plan and the resolution of commitment required of the Regents. Florida's Supplement to Volume I: Special Affirmations and Actions of the Plans for Equalizing Educational Opportunity in Public Higher Education in Florida was formally approved by the Department of Health, Education and Welfare on June 21, 1974.

In August, 1975, plaintiffs in Adams v. Califano filed a Motion for Further Relief and moved that the court declare invalid the plans accepted by the Department of Health, Education and Welfare in 1974, and that the court order the Department of Health, Education and Welfare to issue new directives to the states for the preparation of new plans. Also in August, 1975, the State of Florida received a formal evaluation from the Regional Office for Civil Rights of the 1974 Plans, after seven months of implementation, which directed the state to respond within the time frames of 30 and 60 days. The State University System submitted its response on September 3, 1975 and October 3, 1975.

The State of Florida was not aware of the court's deliberations on the plaintiff's motion until early 1977 when news of the hearing before the court involving the former Director of the Office for Civil Rights appeared in the press. Acting on the January, 1977 depositions from the plaintiffs and defendants, the court issued a Second Supplemental Order on April 1, 1977, that:

(1) "Defendant [HEW] shall promptly notify the States of Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia that the higher education desegregation plans submitted by them to HEW in 1974 are not adequate to comply with Title VI of the 1964 Civil Rights Act.

(2) Within 90 days from the date of this Order, defendants shall transmit to the six states [Florida, Arkansas, Georgia, Oklahoma, Virginia and North Carolina] and serve upon the plaintiffs and this court final guidelines or criteria specifying the ingredients of an acceptable higher education desegregation plan.

(3) Defendants shall require each State to submit, within 60 days of receipt by said states of the final guidelines or criteria, a revised desegregation plan.

(4) Defendants shall accept or reject such submissions by the said states within 120 days thereafter.

(5) Plaintiff's representatives shall be afforded timely access to all submitted desegregation plans in order to comment on said plans and shall continue to receive the bi-annual reports on higher education compliance required by Paragraph 1B(2)b of this court's Order of February 16, 1973."

On July 5, 1977, the State of Florida received from the Department of Health, Education and Welfare the "Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Higher Education." The State reaffirmed its commitment to equal educational opportunity in accordance with the Criteria by filing with HEW Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education in Florida, approved on September 6, 1977 by the State Board of Education and mailed to HEW on September 9, 1977.

The State University System through this submission of specific plans and proposed activities hereby reaffirms its commitment to equal access and equal opportunity, without regard to race, in the State University System of Florida.

D. Highlights of the Supplement to the Florida Plan of 1974

In a July 19, 1974 letter to the Commissioner of Education, the Director of the Office for Civil Rights confirmed acceptance of Florida's statewide higher education desegregation plan, stating that "We believe it contains a process by which significant desegregation will be achieved over the next several years and which furnishes both State officials and this office with a mechanism for measuring progress and monitoring compliance."

The specific affirmations and actions contained in the supplement to Volume I of Florida's 1974 Plans for Equalizing Educational Opportunity were predicated on the enhancement of Florida Agricultural and Mechanical University and providing additional resources to assist the University in attracting a more diverse student body, and committing the other eight universities to attracting more black students, faculty and staff.

In particular, the affirmations addressed the following:

(1) The approval of new academic programs, both for implementation and planning, for Florida A&M University; and cooperative academic programs between Florida A&M University and Florida State University. In addition, a Visiting Scholars Program was funded for Florida A&M University in recruiting nationally known faculty as Visiting Professors for at least one quarter to conduct seminars and lectures.

(2) A systemwide plan for recruitment of Black faculty and staff through the creation of a central applicant pool and a clearing house for announcing employment opportunities. A voluntary relocation program for faculty and staff within the State University System was created with funding for relocation expenses provided.

(3) A systemwide plan to increase the numbers of qualified Black faculty and staff for the recruitment pool was designed by (a) providing paid educational leaves of absences for one year with an additional $3,000 stipend to Black faculty and staff already employed to attain eligibility for higher level administrative positions and faculty promotions; (b) providing educational stipends of $4,000 to recruit Black graduate students into disciplines where the number of Blacks is extremely low; and (c) providing paid educational leaves of absences for one academic quarter with an additional $400 educational stipend to assist Black Career Service employees who demonstrated the potential for advancement to meet the requirements for promotions.

(4) A retraining program for faculty was expanded to assist in retraining faculty in a related discipline where disciplines had been abolished or deemphasized due to a change in institutional role, or where student demand for instruction in a discipline had decreased to the point that the faculty assignment could no longer be justified.

(5) Monitoring of financial aid programs to insure that all financial aid is awarded in a coordinated and complementary manner so that Black students do not bear a greater burden than White students, in relation to need, in incurring loan or employment obligations.

(6) A special recruitment program for non-black students was funded at Florida A&M University to significantly increase White student enrollment over a four-year period.

(7) Increased attention to the problems of retention of Black students was addressed through the development and expansion of institutional programs providing counseling, academic support services, and special orientation activities.

(8) Establishment of numerical goals for both students and faculty and monitoring of progress in achieving racial balance through an annual review.

(9) Review, at the State level, the impact of decisions upon desegregation of any actions in the areas of new academic programs, new facilities, and modifications in admission standards and financial aid policies.

(10) Analysis of resources for Florida A&M University with substantial addition of resources for support of academic programs and renovation of facilities.

(11) Black representation on governing boards for which the Governor of the State of Florida provided full support for accomplishment.

The good faith efforts of the State University System over the past three years have resulted in significant progress towards reaching desired goals.

E. Progress to Date

Pursuant to State law authorizing it to govern, regulate and oversee the institutions in the State University System, the Florida Board of Regents' Commitment to Equal Access and Equal Opportunity is demonstrated in part by the following:

(A) Adopted Non-Discrimination Rule No. 6c-5.01, Florida Administrative Code, which requires (1) equal opportunity practices which conform to all anti-discrimination laws and applies in all areas with students, faculty, and other personnel, and mandates affirmative action in the recruitment of students, faculty, and other personnel. (2) Non-Discrimination in Membership of Organizations-which denies the use of University facilities, support and services to students or other organizations which illegally discriminate in their membership with respect to race, color, creed, handicap, sex or national origin. (See Appendix A of the Appendices to the State University System Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida, February, 1978).

(B) Adopted Rule No. 6c-5.25, Florida Administrative Code, which guarantees protection for affirmative action efforts within the provisions of the collectively bargained contract. The rule requires consideration of appropriate factors in deter-

mining faculty layoffs which shall include the "affirmative action obligations of the institution and the State University System." It has also been established that the order of layoffs shall be governed by:

1. No tenured faculty member shall be laid off if there are untenured faculty members in the layoff unit.

2. The provisions of subsection 1. above will apply unless it is determined by the Board that an affirmative action employment program will be adversely affected.

(C) Adopted Rule 6c-9.18, Florida Administrative Code, Charity Racing Day Proceeds, which requires universities to award monies "consistent with the university's plan for providing equal access/equal opportunity in the institution's athletic scholarship and financial assistance programs pursuant to the provisions of Titles VI and IX."

(D) Adopted Rule No. 6c-7.02, Florida Administrative Code, (16) Student Financial Aid Fee, which requires the Board of Regents' allocation to the Universities on the basis of the economic level of the student body to be used by the universities for equalizing educational opportunities.

(E) Under provisions of Florida Statutes 241.735, each University conducts an annual salary equity study to achieve equitable salaries for all faculty members irrespective of sex.

(F) The Chancellor of the State University System has:

(1) Created a systemwide HEW Implementing Task Force charged with the responsibility of monitoring

the system's progress under the desegregation plans. The membership is 54 percent Black, and

(2) Appointed a professional staff person as Special Assistant to the Chancellor with full-time responsibility for equal access/equal opportunity programs.

(G) Each University has adopted and has implemented in part, an Equal Educational Opportunity Plan. Each University has appointed an EEO Coordinator with six of the nine universities having full-time Affirmative Action/EEO Coordinators.

(H) In a four-year period (Fall, 1973 to Fall, 1977), Black enrollment in the State University System increased by approximately 20.5 percent.

(I) Of those students receiving A.A. Degrees from Community Colleges in 1976, 7.6 percent were Black. Of those students admitted to Universities from Community Colleges in 1976, 8 percent were Black with 89 percent of those students enrolling in the predominantly white Universities.

(J) The number of first professional degrees granted to Black students increased from 3.2 percent in 1975 to 5.1 percent in 1976.

(K) In Fall, 1976, for full-time employees, Blacks constituted approximately 11 percent of all executive, administrative and managerial employees; 6 percent of instructional faculty; 8 percent of all professional non-faculty employees, and 29.6 percent of all support staff employees.[1]

(L) The first student regent in the history of the State appointed by the Governor to serve on the Board of Regents is Black.

[1]Data Source: 1976 HFGIS Modified EEO6 Report

Black representation on the Board of Regents represents 20 percent, while the State's Black population is 13.8 percent.

(M) In Fall, 1976, 56 percent of all Black students enrolled in the State University System were enrolled in the predominantly white institutions.

II

The State University System Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida

In carrying out its purposes and mission to the citizens of Florida, the State University System shall continue toward the goal of a "distinguished University System providing maximum educational opportunities for all citizens of Florida, without unnecessary duplication or proliferation, through distinguished State Universities that have separately designated responsibilities . . . .,"[2] and which will collectively offer programs to meet local, state and national needs.

The 1974 Plan (Volume I) declared three basic objectives for the State University System:

(1) To achieve equality of opportunity for all citizens beyond high school from beginning student through the doctoral, professional, and continuing educational levels.

(2) By 1980 to have increased Black student enrollments within our universities to about the same percent of White students from the total white population matriculating through the secondary schools and community colleges into the State University System.

(3) To have increased the number of Black faculty and administrators on each campus to a level comparable to the percent of minority faculty available nationally in the various disciplines.

Florida recognized the ultimate objective in reaching parity between Black and White enrollments and has achieved this goal. While noting that progress toward the other objectives has been made, the State University System reaffirms its commitments to these objectives while concurrently honoring the commitments to achieve the Special Goals and Commitments to Equal Educational Opportunity as adopted by the Board of Regents and the State

[2]Comprehensive Development Plan of the State University System of Florida; Phase I (1969), xiii

Board of Education and submitted to HEW in September, 1977.

This document builds on the progress made under the 1974 Plan to the present, and acknowledges the problems associated with the implementation of that Plan. This 1977 Revised Plan for Equalizing Educational Opportunity in Public Higher Education is intended as a living document that will be subject to constant evaluation and necessary modifications by the State University System in order to assure that significant progress can be made in maintaining and achieving the goals herein committed.

A. Enhancement of Florida A&M University

[Items which appear in brackets in this section reflect actions which have been taken since the initial submission of this Plan].

Enhancement may be interpreted to refer to any and all actions taken which would insure that each institution shares equitably in the participation of the educational objectives in a unitary system. The State University System is operated as a coordinated unit to insure that the System is responsive to local, State and national needs in higher education.

The State has taken actions over the past several years designed to enhance Florida A&M University and heighten its role in the mission of the State University System.

Further, reaffirmation is made to measurable procedures and actions which will continue to insure the resources, programs, and facilities of the University will enable it to provide its important services equitably in a unitary system of public higher education.

In support of the above commitments, this section of the State University System's Revised Plan provides a review of enhancement actions which have been taken, identifies actions and procedures which will be followed and provides a timetable for implementation of continued enhancement actions for Florida A&M University.

1. Enhancement Actions

During the past several years, Florida has taken a number of actions to strengthen and enhance the role of Florida A&M University, the State's only public traditionally black institution. By building upon existing high demand programs such as Pharmacy, Business and Industry, and through location of

other high demand programs such as Architecture and Journalism, the University continues to increase its capability to attract students of races not traditionally identified with the institution. On-going enhancement actions through the academic year, 1976-77, include supplemental allocations beyond the formula-generated allocation in support of selected academic programs as well as funding of non-black student incentive grant program designed to significantly increase the proportion of non-black student enrollment over a four-year period. During the three years from Fall, 1974 through Spring, 1977, the State University System has made available to Florida A&M University in excess of $19 million in additional resources for the following enhancement purposes: $17.6 million for renovation of facilities; $615,000 for the non-black student incentive grants program; $944,000 as supplemental allocations for academic programs; and $87,000 for the institution's visiting scholars program.

These actions have contributed to modifying the racial mix of the institution which currently stands at 14 percent White student enrollment and 29 percent full-time White instructional faculty. The White student enrollment increased by approximately 52 percent over the span of one year; from 468 in Fall, 1975, to 708 in Fall, 1976. The projected 1979 goal of this program was to attract 960 non-minority students to the institution.

10/11/77

In compliance with the 1974 timetables for implementation of new degree programs at Florida A&M University, a Master's level program in Architecture is being implemented in Fall, 1977. The Board of Regents has also granted conditional approval for the implementation of the degree, Doctor of Pharmacy, thus enhancing the professional program in Pharmacy. The new programs in Architecture and Journalism have received special supplemental funding above that which would be provided on the basis of enrollment during their initial years. Both programs are now attracting a substantial number of students.

In support of the cooperative programs between Florida A&M University and Florida State University located within the same city, a FAMU-FSU Shuttle Bus Service was initiated in Spring, 1977. Passengers averaged approximately 1,000 students per week during the Spring Quarter.

Both institutions report that cooperative efforts have proved successful in the following program areas:

Program in Medical Sciences
Preveterinary Science Program
Mass Communications and Journalism
Black Studies Program
Theatre
Library Science
Physics
Entomology
Social Work

For academic year 1975-76, 314 students from Florida A&M University enrolled at Florida State University and 542 students from Florida State University enrolled at Florida A&M University. Thus, voluntary cooperative academic programs between the institutions will continue to be encouraged as well as non-academic activities. This action allows both faculty and

students to broaden their career prospectives and build upon the strengths of the two universities.

In the Summer of 1977, the University of Florida and Florida A&M University entered into an agreement to establish an agricultural research and education center at Florida A&M University similar to others in the statewide network. All other agricultural centers are administered by the Institute of Food and Agricultural Sciences of of the University of Florida (IFAS). The new center, headed by the former president of Florida A&M University, will be jointly administered by the two universities. This action will serve to heighten and enhance Florida A&M University's relationship to the land grant research and extension programs within the System.

In summary, much has already been done to enhance Florida A&M University and more can and will be done. The progress made under the 1974 Plan clearly demonstrates that students are making institutional choices based upon educational programs and opportunities rather than solely along racial lines.

10/11/77

2. Mission Defined on a Basis Other Than Race (HEW Criterion IA)

The mission of each University currently is defined on a basis other than race. The State University System is in the process of reviewing the role and scope of the System and of each institution.

The mission (or "role and scope") statement for a university should be periodically updated in order to reflect the changes a university must undergo in order to meet the educational needs of the

public it serves. The State University System of Florida, about two years ago, embarked upon a review of mission statements for the System as a whole, as well as for its constituent institutions, looking to the publication of a revised Role and Scope document. The document will be completed in two stages: (1) a mission statement for the System and (2) a mission statement for each of the nine universities within the System. The Systemwide statement will be available by April 30, 1978, but the comparable statements for the individual institutions will not be completed until the winter of 1979. Task forces, representing a broad spectrum of interests and talents within the System, and consultants from outside the System have been working diligently to produce the Systemwide document on schedule. A similar process at the institutional level has been underway for some months, with the tempo expected to accelerate as soon as Systemwide policy decisions are settled and publicized. Although the roles of the individual universities are expected to continue to change as societal needs change, it is unlikely that any of the nine state universities will experience a marked shift of mission as a result of the current review.
1/24/78

The institutional role and scope process will, within the framework of the Systemwide guidelines, assess the current role and scope of each university as it now exists and will attempt to refine these identities for the future. It will encompass a projected planning
10/11/77

period of at least five years.

The emergence of several particular problems during the past seven years have necessitated renewed role and scope efforts at this time:

> "...the assumptions about the future made in the Comprehensive Development Plan (CODE) have proven to be erroneous, particularly in the enrollment area. For instance, the State University System is approximately 20 percent short of attaining CODE'S headcount enrollment projection in the current year. Also, at the time CODE was written, the State University System was comprised of only seven universities, and several of those universities were not yet fully operational. Now the State University System is comprised of nine universities, the two youngest of which are completing their fifth year of instruction. A review of how all of the newer universities in the System are developing and serving their communities and how the older universities have altered their missions is appropriate at this time. Further, the State University System faces a considerably different financial situation than that which existed in 1968. In the last four years in particular, State support for public higher education in Florida has dropped dramatically on an inflation-adjusted, per-student basis leading to enrollment limitations. Given these conditions, a review of the role and scope of the State University System as a whole and of the institutions individually is required to assure the continued effective use of resources. Finally, the public appears to have grown increasingly disenchanted with public agencies generally, including public higher education. Therefore, it is desirable to demonstrate to members of the general public that the State University System is responding to the realities of today and continues to serve as a good steward of the public funds."[3]

Within the role and scope process, "role" is defined as synonymous with "function." Therefore, the role and scope statements for the State University System and its constituent institutions will describe the function of each institution and the activities which it will undertake to accomplish its goals.

[3]"Role and Scope Review Process: A Position Paper." Division of Planning and Analysis, State University System of Florida. (December, 1976)

The role and scope process will develop through a series of broad policy guidelines and documents. Utilizing the guidelines provided by these policies, each university will develop detailed mission and goal statements. These additional policy guidelines will be consistent with the intent of the System's equal educational opportunity commitments as presented in Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education.

10/11/77

State University System institutions are expected to study the needs of service areas assigned to them by the Board and to develop responses to those needs. The studies, which will form the basis for institutional mission statements, will not necessarily be specific enough to support new degree proposals. Therefore, when the Board of Regents approves an institutional mission statement, there will be no authorization to plan or develop programs at a given university. Instead, the institution, through its internal mechanism for identifying and responding to needs, is expected to develop program proposals for submission to the Board for review and approval.

The revised mission statement for Florida A&M University will be developed and approved at the same time that new mission statements for the other eight State University System institutions are developed and approved. Early in the process, however, it is expected that some decisions will be made which may influence an institution's program profile prior to final approval of a revised comprehensive mission for the university. Two examples of this are: (1) the

1/24/78

recently negotiated agreement between Florida A&M University and the University of Florida for cooperative responsibilities in the field of agriculture, and (2) the commitment that Florida A&M will be following the same Board of Regents undergraduate admissions rule as all other eight public universities.

The new leadership at Florida A&M University is committed to recruiting the most highly qualified students, irrespective of race. Special efforts are also being made to secure additional financial aid resources to enhance the University's recruiting program. An example of this new thrust is the School of Business, which has been particularly successful in attracting outstanding students.

The State University System can therefore reaffirm its earlier commitment that the current Role and Scope process will not impact negatively the commitments to strengthen Florida A&M University. (The proposed submission date for a revised mission statement for the University to be submitted to HEW was incorrectly shown in the Commitment document as April 30, 1978 rather than 1979.)

[The Role and Scope process has been divided into two parts: (1) a Systemwide phase, and (2) an Institutional phase. The Systemwide phase has consisted of developing broad policy guidelines to establish the parameters for formulating institutional mission plans. Completing the first phase, a document entitled, Systemwide Role and Scope Policy Guidelines of the State University System of Florida was approved by the Board of Regents on February 6, 1978.

The institutional phase is currently in process and is anticipated to be completed as projected.]

1/24/78

3. Specific Actions in Support of Continued Enhancement of Florida A&M University (HEW Criterion IB)

The State University System has reaffirmed and demonstrated its commitment to strengthen Florida A&M University in order to insure that, within its unitary system, each institution shares equitably in the educational objective of providing quality public higher education to all citizens of Florida, irrespective of race. Specifically, with reference to Florida A&M University, enhancement is not only for the purpose of attracting and providing quality education for the students who have traditionally attended the institution, but to increase its attractiveness to non-Black students as well. The data demonstrate that selective program placement at the University has helped to achieve a more racially mixed student population. Thus, with the programs presently underway, as well as those contemplated, this trend should continue.

The State University System has stated its commitment to continue to take "actions designed to enhance Florida A&M University and to heighten its role in the mission of the State University System." In view of this reaffirmation, three types of actions may be taken: (1) implementation of new academic programs; (2) strengthening of existing programs; and (3) resolution of unnecessary program duplication.

(a) Implementation of New Programs

Doctor of Pharmacy Program

A Doctor of Pharmacy degree program was begun with the fall quarter of 1977. The "conditional" approval status, discussed on page 17

was removed in August 1977 by the Board of Regents.

The Doctor of Pharmacy (Pharm.D.) degree is the advanced professional degree in pharmacy as the Juris Doctor (J.D.) degree is for law. Just as the American law schools instituted a change several years ago from the L.L.B. (Bachelor of Laws) to J.D., the pharmacy profession, through the American Association of Colleges of Pharmacy, has endorsed a move to have the Pharm. D. degree considered as both the primary and professional degree in pharmacy. In keeping with widely recognized national trends in pharmaceutical education, the Pharm.D. program is designed to provide students with the opportunity for much greater involvement in patient-centered learning experiences.

Because pharmacy is a high-cost, high-demand program, it is offered at only two institutions in the State University System: Florida A&M University and the University of Florida.

The Pharm.D. program at Florida A&M University has been under development for the past three years and has made notable progress in providing a clinical educational program to meet the needs of students and practicing pharmacists throughout the State. Contractual arrangements have been made with four hospitals throughout the State of Florida and neighboring states to accommodate approximately 30 students per quarter for clinical instruction.

The Pharm.D. program will not only further enhance the academic programs at Florida A&M University, but will also serve to assist the State University System in meeting its commitment to increasing the number of Black professionals in the field of pharmacy. Current enrollment in the new Pharm.D. program is 83 percent Black and 17 percent non-Black. The University awards the Master of Science degree

in pharmacology and has an 80 percent Black student enrollment, and 20 percent non-Black student enrollment. The undergraduate pharmacy program has a current enrollment of 372 students, of which 77 percent are Black, and 23 percent are non-Black.

The School of Pharmacy has 16 faculty members, of which 56 percent are Black and 44 percent are non-Black.

Master's Degree in Architecture

The 1974 Plan projected a 1977-78 date for the implementation of a master's degree in architecture at Florida A&M University. Beginning in Fall, 1977, the readiness of this program offering was evaluated by external consultants, and supplemental funding in the amount of $180,778 was provided by the Board of Regents to support additional faculty for the 1977-78 academic year.

The School of Architecture currently offers a Bachelor of Design in Architecture which was initiated in 1975. The undergraduate program enrolls 172 students, of which 74 percent are non-Black. The first graduating class of the School was in June 1977.

The only other architecture programs in the State of Florida are offered at the University of Florida and the University of Miami, a private institution. Miami offers a bachelor's degree, while the University of Florida offers both the bachelor's and master's programs. The only similarity between the Florida A&M University master's program and the University of Florida master's program occurs in the option of design. The University of Florida's program includes: Design, Historic Preservation, History, Structures, Environmental Technology, Urban and Regional Planning. The Florida A&M University program will

initially offer options in: Design, Pre-Design Analysis and Programming, and Experimental Low Cost Construction. Additional options projected for the program include: Building Technology, Project and Construction Management, Building Research, and Architectural Psychology.

The Florida A&M University program and the University of Florida programs are intended to be complementary and to enlarge the graduate options available for architectural students within the State University System.

In addition to expanding the professional degree programs offered by Florida A&M University, the program in architecture will assist the State of Florida in meeting the critical national and State shortage of Black architects. The national percentage of practicing Black architects is 1.6 percent. The graduate program opened this fall with an 18 percent Black student enrollment.

The School of Architecture has twelve non-Black faculty members.

Bachelor's Degree in Journalism

The Board of Regents approved a BS degree program in Journalism for Florida A&M University in October 1974. This program has proven to be one that has met a great need in the State and has been highly successful in attracting new students at Florida A&M University. The program has expanded to a current enrollment of 170 student majors compared with 129 for the 1976-77 academic year.

Of the 8 faculty members, 4 are non-Black. Of the 170 students, 20, or 11.8 percent, are non-Black.

1/24/78

Bachelor of Science in Construction Technology

Planning approval was authorized by the Board of Regents on June 9, 1977, for a Bachelor of Science degree in construction technology at Florida A&M University. The program approval is contingent upon a "two-plus-two" Articulation Agreement with the Community College System, although it will also provide a track for native students to enroll in the program. This program represents the first overt action by the University to create programs attractive to Community College transfers.

The program presently employs five faculty members, of which 60 percent are Black. By Fall 1978, the student enrollment is projected to include 15 percent non-Black and 85 percent Black students.

Masters in Business Administration

While this program received planning authorization in 1974, the University has redirected the program's emphasis, so that it will rely heavily upon internships and cooperative education experiences with major business and industrial firms. The preliminary planning documents indicate that the program will be substantially different from any other MBA program within the State University System. The program will be implemented when a program proposal has been received from Florida A&M University and approved by the Board of Regents.

Cooperative Agricultural Research and Education Center

The University of Florida and Florida A&M University agreement to establish an Agricultural Research and Education Center (AREC) at

Florida A&M University will serve to enhance Florida A&M University's contribution to the Land-Grant research and extension programs within the System. This new center is the only agricultural center jointly administered by two universities within the System. All of the other 25 centers are administered by the Institute of Food and Agricultural Sciences of the University of Florida (IFAS).

The cooperative agreement between Florida A&M University and the University of Florida is designed to provide close coordination of the agricultural research and extension programs offered within the State.

Agricultural programs and research at Florida A&M University are now accomplished in the Division of Rural Development. This Division receives some $530,000 annually from the U.S. Department of Agriculture for research in the general areas of aquatic environment, human nutrition, and rural development. Most of the researchers in this Division have courtesy appointments with the University of Florida.

The extension programs of the Division are administered as a unit of the Florida Cooperative Extension Service of the University of Florida. Tied to both universities administratively (professional extension personnel located at Florida A&M University have academic appointments at the University of Florida), this outreach educational program provides off-campus programs in Community Development, 4-H Youth Development, Family Resource Management, Agriculture Management, and Communications in nine Florida counties.

1/24/78

New Degree Programs Approved Since June, 1974

The attached list of new degree programs approved by the Board of Regents since the submission of the 1974 Plan demonstrates that a number of new programs have been established at Florida A&M University at a time when new programs at other institutions have been limited. These newly implemented programs at the University further confirm the State's commitment to continued enhancement of Florida A&M University.

It will be noted that the initiation of new programs at the State's other two older universities has been strongly curtailed during this period. Even the six new and developing universities have had, on the average, fewer programs approved than Florida A&M University.

1/24/78

Degree Programs Approved by the Board of Regents since June 4, 1974

Following is a list of the degree programs approved by the Board of Regents since June 4, 1974. Tracks are not included in the list.

Older Institutions (Primarily Residential)

FAMU - BS - Journalism - Approved 11/4/74
FAMU - BA, BS - International Development - Approved 9/8/75
FAMU - MS - Psychology - Approved 9/9/74
FAMU - MApSoSc - Applied Social Science - Approved 9/9/74
FAMU - MS - Pharmacology, Taxology - Approved 1/6/76
FAMU - MArch - Architecture - Approved 6/13/76
*FAMU - PharmD - Clinical Pharmacy - Approved Conditionally 8/20/76

UF - BS in Med - Physician's Assistant - Approved 7/22/77
UF - PharmD - Clinical Pharmacy - Approved 8/20/76

*"Conditional Status" removed 8/77.

*Newer Institutions (Primarily Urban)

UNF - BTech - Industrial Technology - Approved 5/5/75
UNF - BS - Criminal Justice - Approved 6/13/77
UNF - BA - Special Education - Approved 7/22/77
UNF - BS - Nursing - Approved 7/22/77
UNF - MA - Counseling - Approved 7/19/74
UNF - MA - Mathematical Science - Approved 9/17/76
UNF - MPA - Public Administration - Approved 6/13/77

USF - BA - Social Work - Approved 11/1/76
USF - MA - Criminal Justice - Approved 7/19/74
USF - MA - American Studies - Approved 12/6/76
USF - MA - Applied Linguistics - Approved 6/13/77
USF - MPA - Public Administration - Approved 6/13/77
USF - PhD - Medical Sciences - Approved 9/9/74

UWF - BA - International Studies - Approved 12/6/76
UWF - MA - Communication Arts - Approved 7/9/74
UWF - MS - Health, Leisure and Sports - Approved 9/9/74
UWF - MS - Systems Analysis - Approved 9/17/76
UWF - MA - Special Education, Clinical Teaching - Approved 12/6/76

FAU - MFA - Theatre - Approved 9/9/74
FAU - MS, ME - Electrical Engineering - Approved 11/4/74
FAU - MApSc - Computer Systems - Approved 7/22/77

FIU - MS - Dietetics and Nutrition - Approved 7/19/74
FIU - MPA - Public Administration - Approved 9/17/76
FIU - MS - Psychology - Approved 9/17/76
FIU - MS - Environmental and Urban Systems, Aquatic Resources - Approved 9/17/76
FIU - MS - Criminal Justice - Approved 12/6/76
FIU - MS - Mathematical Sciences - Approved 5/2/77
FIU - MS - International Business - Approved 9/16/77

FTU - BS - Forensic Science - Approved 7/14/74
FTU - BS - Radiologic Technology - Approved 9/9/74
FTU - BA - Public Administration - Approved 1975
FTU - MS - Industrial Chemistry - Approved 5/5/75

* USF admitted its first students in 1960; FAU in 1964; UWF in 1967; FTU in 1968; FIU in 1972; and UNF in 1972.

(b) Funding of New and Planned Programs at Florida A&M University for Enhancement (HEW Criteria IB3 and IB5)

"Within the resources provided by the State Legislature for the operation of the public universities, Florida A&M University will continue to receive equitable allocations of resources which are related to the scope and mission of the institution. If it is determined that additional enhancement funds are needed to assist the institution in fulfilling its defined mission within the State University System, such funding will be requested from the Legislature." (Florida's Commitment, p. 11). Supporting documentation of current resource comparability is contained in Appendix B.
10/11/77

A review of the financial support provided by the Board of Regents over the past several years, indicates that the State University System has recognized the commitments which the Plan represents and has endeavored to make the fullest possible good faith effort to implement the Plan with the funds appropriated to the Board of Regents.

During the period from 1974 to 1976, the State University System allocated approximately $3,036,482 to address programmatic implementation of the 1974 Plan and approximately $100,000 per year in computer support for the annual statistical progress reports. Further, in excess of $17 million has been made available to Florida A&M University for renovation of physical facilities.
1/24/78

In addition to the sums expended directly, very substantial contributions of staff time have been contributed, both at the central office and at each of the universities for which accurate costs cannot be calculated.

In the Grants-in-Aid Program, the salaries of the faculty and administrative and professional employees selected for the educational awards have been continued by the universities. This represents a significant contribution that is not included in the allocation totals above. At an average annual salary of $15,000, ten Grants-in-Aid per year total approximately $150,000 annually for an additional $450,000 over the three-year period.

The State University System is continuing the funding of the existing Plan for 1977-78 at a level of $1,147,557. The universities are also providing substantial financial support for which an accurate calculation cannot be made at this time.

In Florida's State University System, the generation and allocation of resources for most functions is primarily accomplished by a formula related to the number of students served. While funding the developmental costs of several new programs has already been accomplished, future budget projections for these programs will depend primarily upon enrollment. The following projected enrollments for developing and planned programs at Florida A&M University are shown through 1982-83. It is planned that they will be used in calculating budget requests to support enrollment goals each year.

1/24/78

ENROLLMENT PROJECTIONS FOR DEVELOPING AND PLANNED PROGRAMS
AT FLORIDA A AND M UNIVERSITY
(Expressed in Credit Hours/Year)

Year	Architecture	Journalism	Pharmacy	Construction Technology	MBA Business
1978-79	2915	5224	2919	472	--
1979-80	3162	5368	3080	493	832
1980-81	3399	5556	3311	515	976
1981-82	3654	5750	3559	538	1072
1982-83	3928	5951	3826	562	1168

Continued growth in these fields can be expected. The University's ability to exceed these goals will rest primarily with its internal decision to shift resources from less productive areas to these which are projected to be more productive in the next several years.

To support this target enrollment, each year Florida A&M University will be allocated funds by discipline area at least equal to the funding average of other State University units having programs in the same area. Each year the cost analysis will show a different and probably increased figure. For the appropriate levels and discipline areas shown above, the State University System costs per credit hour for the 1975-76 fiscal year were:

	Lower Level	Upper Level	Graduate Classroom
Architecture	$26.21	$39.75	$83.93
Communication	$27.48	$38.26	N/A
Health Professions	$84.34	$88.78	$125.54
Engineering Technology	$56.78	$58.97	N/A
Business	N/A	N/A	$70.75

1/ 24/78

When programs are to be initiated which will require developmental dollars, specific requests will be included in the legislative budget submitted by the Board of Regents to the Governor.
1/24/78

Other Resources

Each year, the State University System makes an assessment of the physical plant needs at each institution. A special study was done in 1974 to assess Florida A&M University's resources in comparison to the facilities at the other universities. As previously mentioned, the University has received substantial supplemental allocations over the past several years to improve its physical facilities. As a result, the institution's facilities have been brought to a quality comparable to other universities. The University is currently undergoing a special needs assessment to project facility requirements and usage. An architectural firm is currently under contract to develop detailed plans for renovation of two major campus buildings, Perry Paige Hall and Lee Hall. Under this contract, evaluation of other campus space will be made in order to determine which academic programs and functions should be housed in the renovated space.

Because of the many variables inherent in a complex and changing university system, Florida uses an on-going process which attempts to address changing conditions as they relate to allocation of resources. A standing interinstitutional committee has a major responsibility for this function. Any negative impact upon a given institution resulting from budget request procedures or the allocation formulas are identified and addressed as a result of this process.
10/11/77

In addition to the resources identified above, the Board of Regents commits itself to request from the Legislature whatever other improvements are needed in Florida A&M University's resources, including physical plant, program offerings, research capabilities, equipment, faculty, professional staff services, and student services, in accordance with its mission. As additional steps to strengthen Florida A&M University are identified, the resources to implement these steps, expressed in number of personnel and dollars, will also be requested.

1/24/78

(c) Strengthening Existing Programs

In 1976-77, the Board of Regents initiated an extensive program review process. Each year several disciplines are selected for review; nationally known experts are engaged as consultants; and a thorough-going examination of all programs within these disciplines is conducted. In addition, numerous ad hoc reviews are conducted where special needs arise. [During the academic year 1975-76, programs in the areas of Teacher Education, Engineering and External Degree programs were reviewed by outside consultants. During 1976-77, Nursing, Oceanography and Foreign Langauage and Linguistics programs were reviewed. Programs in the areas of Psychology, Biological Sciences and Social Work are presently undergoing review during the 1977-78 academic year.]

Program reviews proceed according to carefully prescribed criteria as presented in Appendix C of the Appendices to the Revised Plan, and emphasize the development and maintenance of quality in university and Systemwide programs. Thus, when the Systemwide review of Nursing was conducted in 1976-77, both the strengths and the

weaknesses of the various institutional programs were identified, and recommendations made to the Regents for quality improvement. In the case of the nursing program at Florida A&M University, the consultants developed nine recommendations dealing with accreditation status, administrative leadership, physical facilities, clinical services, preparation for licensure, faculty improvement, contextual support, admissions, and other student concerns. The faculty and administration of Florida A&M University are now considering these recommendations for their impact on the Nursing program itself and for their implications upon institutional priorities.

As recently as December 2, 1977, the Board of Regents approved the recommendations from the Nursing Program Review and instructed Florida A&M University to submit a progress report on implementation of the corrective measures by June, 1978.

In another action in support of strengthening existing programs at Florida A&M University, the Board of Regents provided financial support for a comprehensive feasibility study during the Spring of 1977 for a School of Journalism and Media Arts for the University. The study surveyed the availability of Media programs within the State University System and identified an appropriate role for such a school at Florida A&M University.

In addition to strengthening programs by such means as special resource allocations by the Board of Regents, Florida A&M University has the prerogative to develop its own institutional priorities and to allocate its resources accordingly. The range of options varies from eliminating less-productive programs and using all of those resources to strengthen areas of high priority to reducing the support of

lower priority programs in support of other areas. Indeed, all State University System institutions are free to establish and change institutional priorities and to reallocate resources during the next five to ten-year period.

1/24/78

(d) Resolution of Program Duplication

Among other purposes, the systematic review of degree programs is used by the Board of Regents to identify unnecessary program duplication in the State University System. Similar programs in all universities have been or will be reviewed against common criteria. The review process allows the Board of Regents to consider the need for continuing any given program. When and if unnecessary duplication is found to exist, recommendations for resolution of such duplication can be developed on an educationally sound basis. Such resolution may take any of several forms: elimination, realignment, specialization, or unification with other programs (such as cooperative programs or merged programs) in the System.

As previously mentioned, all Nursing degree programs in the System were reviewed last year. The need for continued existence, the quality of their operation, and their future roles were examined throughly. Moreover, their relationships with external entities, such as community colleges, licensing agencies, and employers, were subjected to close scrutiny. Recommendations for action were based on these observations. As an out-growth of the Nursing review, the consultants recommended that one of the System's "two-plus-two" programs be terminated (at Florida International University). They also recommended that one of the "generic" Nursing programs be strengthened by (1) establishing admission criteria which relate to predictability of success and (2) providing greater access to transfers from community colleges (to Florida A&M University). The program review process has demonstrated its effectiveness in dealing with the issue of duplication while also dealing with the question of program quality.

In response to HEW Criterion I-C, the State University System reaffirms its intention to:

> USE DELIBERATIVE PROCESSES TO EVALUATE THE NEED FOR AND QUALITY OF DEGREE PROGRAMS IN THE STATE UNIVERSITY SYSTEM. IF THE PROGRAM REVIEW PROCESS AND THE ROLE AND SCOPE PROCESS IDENTIFY ANY EDUCATIONALLY UNNECESSARY PROGRAM DUPLICATION, THE STATE WILL ELIMINATE SUCH PROGRAMS, GIVING DUE RECOGNITION TO THE OBJECTIVE OF STRENGTHENING THE TRADITIONALLY BLACK UNIVERSITY.

In evaluating duplicate programs, the review team will consider, among other things, the quality of existing programs, the number of students enrolled in the programs, the access needs of local place bound students, the relationship between the program and the overall role and scope of the University, and the impact of the duplication upon the goal of enhancing Florida A&M University.
10/11/77

There is, of course, a type of duplication of academic programs among universities which is desirable and educationally sound. Nearly every institution offers programs in the liberal arts or general education. These programs may be thought of as "core programs." In addition, there are other programs which meet specific needs of a particular service area or are high demand programs and are selectively duplicated to provide convenient access.

We do not expect that any program review will threaten the continuation of such degree programs, especially at the undergraduate level. Nor is any "overlap" with community colleges in core programs undesirable. The Board of Regents is on guard against proliferation of highly specialized undergraduate or graduate programs. These programs, however,

are approved only after their need is clearly established and after the institutional resources and priorities are committed for the initiation of the new programs.
1/24/78

Through impact studies incorporated within the program authorization process, particular attention is given to the impact of new programs upon Florida A&M University.

The Board of Regents has reaffirmed its commitment to continue to address program duplication within the State University System. More specifically, special attention will be given to program duplication between residential institutions (Florida A&M University, Florida State University, and the University of Florida).

By July 1, 1978, the following program areas will be studies and decisions made by the Board of Regents with respect to Florida A&M., Florida State, and the University of Florida: Agriculture, Architecture, Business, Education, Home Economics, Library Science, Speech Pathology, Nursing, Pharmacy, Communications, Computer and Information Sciences, and Engineering Technology.

Given the projected date of February 6, 1978, for Board of Regents action on statewide Role and Scope policies, the next step of developing individual institutional policy statements will be well enough developed to recommend any needed action on the above twelve program areas by July of 1978. [The Board of Regents approved the Systemwide Role and Scope Policy Guidelines of the State University System on February 6, 1978.]

The elimination of program duplication, combined with the allocation of new unduplicated programs, is intended to result in a significant proportion of Florida A&M University's students being enrolled in these unduplicated programs. In selecting programs to be placed at Florida A&M University, consideration will be given to degree programs offered by upper division institutions throughout the state in order to distinguish them from those offered by other institutions.
1/24/78

In an effort to avoid duplication between universities and community colleges (including Florida A&M and Tallahassee Community College), the following Role and Scope policy statement has been proposed and will be presented to the Board of Regents for adoption on February 6, 1978, along with a number of other policy statements.

> THE STATE UNIVERSITY SYSTEM WILL NOT NORMALLY AWARD DEGREES BELOW THE BACCALAUREATE LEVEL SINCE THE AWARDING OF SUCH DEGREES IS THE RESPONSIBILITY OF THE COMMUNITY COLLEGES. HOWEVER, UPON THE REQUEST OF A STUDENT IN A BACCALAUREATE DEGREE PROGRAM AT A FOUR-YEAR UNIVERSITY WHO HAS COMPLETED THE EQUIVALENT OF AN ASSOCIATE OF ARTS DEGREE, SUCH DEGREE MAY BE AWARDED.
>
> Florida has a well-established public community college system which offers a broad range of instructional programs at less-than-the-baccalaureate level. This has allowed the SUS to give highest priority to student access at the upper division level. This policy emphasizes that, although universities having lower divisions may award the associate of arts degree at the request of students who have completed the necessary requirements during their pursuit of a baccalaureate degree, the institutions will not normally develop programs designed to serve students who are primarily interested in obtaining an associate degree.
>
> Further, specialized programs such as those resulting in associate of science degrees will not be normally offered by any university. These programs are usually developed to satisfy career needs in fields for which further academic study resulting in a baccalaureate degree is not anticipated. An exception to this policy may occur in a specialized field which requires resource commitments too

excessive to justify development of only a two-year program, but which can be justified in conjunction with a related four-year program. An example of this type of exception might be a two-year program in veterinary science which would require considerable land, animal, and equipment resources.

In keeping with this policy, the Board of Regents will move toward elimination of any unnecessary duplication of non-core degree programs that are identified between State University System institutions and community colleges.

1/24/78

(e) Program Authorization and Notification

The introduction of new programs in public higher education in Florida is not expected to be of significant proportions in the next decade. Low demand programs will be eliminated and new programs may be created to meet changing societal needs and changing student demands. There will be considerable sharing of resources to provide cooperative programs.

Impetus for establishing a new degree program within the System normally begins at the institutional level. When any degree program is proposed, the State University System presently requires an impact study which assesses the effect of the program on access for Black students and the effect upon Florida A&M University. In accordance with HEW Criterion I-D, the State University System reaffirms its intention to:

> GIVE PRIORITY CONSIDERATION TO PLACING ANY NEW UNDERGRADUATE, GRADUATE, OR PROFESSIONAL DEGREE OR NON-DEGREE PROGRAM WHICH MAY BE PROPOSED AT THE TRADITIONALLY BLACK INSTITUTION, CONSISTENT WITH ITS MISSION AND CONSISTENT WITH THE EDUCATIONAL NEEDS OF THE STATE. WHEN SUCH PROGRAMS ARE PROPOSED BY FLORIA A&M UNIVERSITY, CONSISTENT WITH ITS MISSION AND CONSISTENT WITH THE NEEDS OF THE STATE AND STUDENTS, PRIORITY CONSIDERATION WILL BE GIVEN FOR PROGRAM APPROVAL AND FOR DEVELOPMENT ASSISTANCE.

[10/11/77]

Program proposals from Florida A&M University will be given careful consideration as demonstrated by the number of program approvals

1/24/78

given by the Board of Regents since June, 1974. Thus, the Board will look favorably upon the location of programs at the University which are consistent with the mission of the institution and will meet student and State needs. Nevertheless, Florida A&M University will not duplicate every program that is available in every field at any of the other eight State University System institutions. In fact, the University may choose to eliminate some programs now in operation for which there will be little or no demand in the future. The creation and maintenance of programs at the University must proceed according to Systemwide principles. It will be the Board of Regents' intention, however, to encourage the University administration in its efforts to initiate and expand some programs and to support the elimination of weak or unnecessary programs.
1/24/78

The State University System has been and will continue to use procedures which will analyze the effect of rules and regulations on access of Blacks to public higher education and on Florida A&M University. Impact studies and other procedures will be used more effectively to insure goal achievement. This is currently accomplished by not only requiring institutional impact assessment, but also through statutorily established procedures governing the decision-making process in the State of Florida. Under the Administrative Procedure Act, all public agencies are required to make available for public inspection "all rules formulated, adopted, or used by the the agency in the discharge of its function." The rule adoption process requires public notice by publication and public hearings. In addition, the
10/11/77

State University System monitoring process will provide a system of review which will make recommendations to the Presidents and the Chancellor as appropriate. In accordance with HEW Criterion I-E, the State University System reaffirms its intention to:

USE IMPACT ASSESSMENT AND PUBLIC HEARINGS WHEN CONSIDERING CHANGE AND TAKE ACTIONS THAT WILL NOT THWART THE ACHIEVEMENT OF THE STATE'S EQUAL OPPORTUNITY GOALS.

The Board of Regents' staff will continue the use of impact statements/studies when presenting recommendations to the Board of Regents regarding new academic programs and/or substantial changes in academic programs, the construction or substantial renovation of facilities, changes in admission criteria, changes in financial aid and other policies.

Notification

Florida law requires widely advertised public hearings when any changes in the operation of a public state agency or system are considered. Thus, in conjunction with review through the appropriate monitoring systems, the State University System will:

ADVISE OCR OF PROPOSED MAJOR CHANGES IN THE MISSION OR THE CHARACTER OF ANY INSTITUTION WITHIN THE STATE SYSTEMS WHICH MAY IMPACT THE ACHIEVEMENT OF EQUAL OPPORTUNITY GOALS PRIOR TO THEIR FORMAL ADOPTION BY THE GOVERNING BOARDS.

4. Timetable for Implementation

As stated in the State of Florida's Commitment document, "The state will retain the flexibility to terminate actions which are not effective and to implement additional actions which will insure that goals are met." (p. 16).

1. The review of the role and scope of the State University System is being conducted and will be completed and transmitted to HEW no later than April 30, 1978.

2. By July 1, 1978, Florida will provide the following information to the Office for Civil Rights:
   a. the specific degree programs or major portions thereof (e.g., secondary education within the field of teacher education) which will be eliminated, realigned, unified or specialized;
   b. a description of the action to be taken with respect to each program identified in item (a) including the name of the institution which will offer the program, and the estimated enrollment of the program by race; and
   c. a schedule to implement the actions described in item (b). This schedule will commence in academic year 1978-79 and conclude no later than academic year 1982-83.

1/24/78

3. Each institution's mission and goal statement, accompanied by an EEO Impact Statement on areas of major changes, will be presented to the EEO Task Force for review and comment prior to being adopted by the Board of Regents in January, 1979.

10/11/77

A revised mission statement for Florida A&M University will be forwarded to HEW by April 30, 1979.

1/24/78

4. Supporting documentation, including an update of studies of resource comparability, will be submitted to HEW by

July 31, 1979, after the mission of the universities have been redefined.

10/11/77

5. The Florida A&M University administration will conduct a comprehensive review of the quantity of space available to house its programs using systemwide standards by November 1978. This survey will build upon and supplement the study now underway by the architectural firm of Barrett, Daffin, and Figg. By January 30, 1978, supporting documentation of Florida A&M University's Physical Plant comparability will be submitted to HEW. [This date was changed to July 1, 1978].

   (a) Based upon this study, Florida A&M University will make recommendations to the Board of Regents in priority order for improvements to its physical plant by Fall, 1978.

   (b) The Board of Regents staff will review the University's recommendation for compliance with systemwide standards, and, upon completion of that review, will make recommendations to the Board of Regents' Facilities Committee for incorporation of these projects in the 1979-81 legislative request budget.

6. The Board of Regents' staff will complete the comprehensive Nursing Program review and present recommendations to the Board of Regents not later than January, 1978.

   (a) The Board of Regents' staff will meet with the EEO Task Force regarding recommendations to be submitted

to the Board, not later than three weeks before the Board of Regents meeting.

(b) Recommendations from the EEO Task Force regarding staff recommendations on the Nursing Program review will be forwarded to the Board's Program and Planning Committee upon their adoption by the EEO Task Force. [A report was made and approved by the Board of Regents in December, 1977 to specify upgrading actions for the Florida A&M University Program].

7. The Board staff will complete a reexamination of the continuing education service areas and make recommendations to the Board of Regents not later than April 30, 1978. [When the Board of Regents approved the SUS Role and Scope document on February 6, 1978, it included a policy guideline concerning off-campus service areas. A rule implementing this guideline is presently being developed].
8. Beginning with January, 1979, upon completion of a redefinition of the roles and missions for all state universities, priority considerations will be given to placing at Florida A&M University any new proposed undergraduate, graduate, professional degree and non-degree programs, consistent with its mission and the educational needs of the State.
9. Florida A&M University will reexamine its curriculum and, where appropriate, modify its program offerings in order to improve its articulation with community college transfers. The University will actively encourage community college A.A. Degree recipients to enter upper division

programs and A.S. Degree recipients to enter applicable fields.

10. There are no plans for merger of any universities and/or community colleges. [This was confirmed by Legislative approval of HB 1045 during the 1978 Legislative Session.]
11. Florida A&M University will present to the Board of Regents, not later than July 1, 1978, any other proposals for the enhancement of the University. These proposals will be considered for possible inclusion in the 1979-81 legislative request budget.

10/11/77

B. Equal Educational Opportunities for Students

In Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education, adopted by the State Board of Education on September 6, 1977, the State reaffirmed its commitment to the goal of assuring equal educational opportunities in the Public Community College System and the State University System. Further, the State is committed to insuring that the Systems as a whole and each institution are open and accessible to all students, and operate on an equal opportunity basis without regard to race. (page 16)

In support of this broad goal, Florida adopted six specific commitments in direct response to the new HEW criteria regarding student enrollment in the public institutions of higher education.

This section of the State University System's Revised Plan will treat the System's response to the HEW criteria on student enrollments and identifies actions and procedures which will be followed, both at the State and institutional levels, and a timetable for implementation of these actions.

1. Specific Commitments to Increased Black Student Enrollment

(A) First Time in College Students Enrollment (HEW Criteria II-A)

The State University System of Florida has the responsibility of providing access to a broad range of baccalaureate, master's and doctoral programs. In providing access to services of the State University

System, the State, the System as a whole, and each university is committed to insuring that there is parity in educational opportunity for all races. This plan addresses a commitment to achieve parity for Blacks with respect to undergraduate and graduate enrollments, retention, and degrees awarded. As previously stated, the 1974 Plan declared the objective of reaching parity between Black and white enrollment and this objective has been achieved within the State's Systems of public higher education taken as a whole at the undergraduate level.

The Revised Plan reaffirms this objective and makes the following specific commitment:

TO CONTINUE TO ENROLL AS FIRST-TIME STUDENTS IN THE PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES TAKEN AS A WHOLE, BLACK/WHITE PROPORTIONS WHICH APPROXIMATE THE BLACK/WHITE PROPORTIONS OF THE APPROPRIATE POOLS OF POTENTIAL STUDENTS IN THE STATE.

HEW Criterion II-A requires a tracking system for high school graduates who enroll in public community colleges and/or universities immediately after graduation. Unfortunately, data are not currently available by race on the number of high school students who enroll in our institutions of higher education in this manner. The time required to develop this tracking system would result in collecting base year data in Fall, 1978, with evaluation of progress delayed by several additional years after the base year. Since the Systemwide components of public higher education in Florida have not collected the precise data necessary to analyze and project reasonable goals within the parameters of the stated guideline, and since the intent of the goal is parity of black/white

access for students who enroll in public higher education as measured by the black/white proportions graduating from high school, Florida's specific goal will accomplish the identical intent of the guideline but with special recognition of the uniqueness of the State's attendance pattern for all high school graduates.

Florida's matriculation rates of public high school graduates entering public and private higher education institutions has stabilized at less than 50 percent. In public higher education, attendance rates are reported as follows: In 1975, out of 85,651 public high school graduates, 27.19 percent entered public community colleges, 10.9 percent entered public universities, and 47.33 percent did not immediately continue their education. In 1976, out of 88,932 public high school graduates, 26.45 percent entered public community colleges, 11.10 percent entered public universities, and 47.97 percent did not immediately continue their education.

In the Fall of 1976, Black students comprised approximately 20 percent of the black/white totals graduating from public high schools. In Fall, 1976, Black students comprised 21 percent of the black/white totals for full-time first year students enrolling in public community colleges. A Black proportion of 20 percent results from the same comparisons for the State's public universities. (See Table I). The only traditionally Black public university in the State enrolled about 13.4 percent of the total first-year Black students identified above. Therefore, with reference to first-year students who are full-time, Florida is serving black/white proportions indicative of the black/white proportions who received degrees from public high schools.

TABLE I

FLORIDA'S PUBLIC HIGHER EDUCATION
BLACK/WHITE ENROLLMENT
FULL-TIME SUMMARY
1976

	Community Colleges			Universities		
	Black & White	Black	% Black	Black & White	Black	% Black
First-Time Freshmen	25,805	4,556	17.66	8,164	1,356	16.61
Other First-Year	21,004	5,319	25.32	3,522	1,005	28.53
	46,809	9,875	21.10	11,686	2,361	20.20

	Community Colleges and Universities			Community Colleges and Universities (Exluding FAMU)		
	Black & White	Black	% Black	Black & White	Black	% Black
First-Time Freshmen	33,969	5,912	17.40	32,969	4,948	15.01
Other First-Year	24,526	6,324	25.78	23,820	5,655	23.74
	58,495	12,235	20.92	56,789	10,603	18.67

Data Source: OE Form 2300.23, 3/76

P&A./gbl:7-12-77

It must be noted that with the majority of high school students choosing not to immediately continue their education, about half of the first-year college enrollment in the State's systems of public higher education include students who have been out of high school for one or more years. This is further highlighted by the fact that the average age is over 30 years at some of the State's Universities. Thus the language "appropriate pools" reflects the major source of first-time students served by the Systems as a whole. The Black proportion of high school graduates will be considered annually as a general indicator of continued success in maintaining parity in first-year black/white student enrollments.

(B) Increased Upper Division Enrollment (HEW Criterion II-B)

HEW Criterion II-B speaks to increased Black enrollment in the predominantly white institutions and evaluated separately from Criterion II-A. As stated by HEW, Criterion II-B fails to acknowledge the unique structure of Florida's higher education system.

Florida provides the major portion of access to public higher education through its system of community colleges. As stated in the State's Commitment document, the Community College System and the State University System operate within an articulation agreement established in 1971 which facilitates coordination and mobility for students transferring from a public community college to a public university in Florida. The State University System has five four-year institutions and four upper division institutions which depend almost entirely upon community college transfers.[4] Further, in the System as a whole, Community Colleges provide more students than high schools

[4]The Upper Division Universities are: Florida Atlantic University(FAU), University of West Florida(UWF), Florida International University (FIU), and the University of North Florida (UNF).

or any other source. A priority of all State Universities is to provide access to graduates of the public community colleges since over 80 percent of all full-time first-year students enroll in these public institutions. The State University System limits enrollment at the lower division levels, thus insuring that the vast majority of high school graduates will begin their collegiate education in a community college. Associate of Arts Degree graduates are guaranteed access to the upper division level in the State University System.

Complementing the commitment to maintain parity in black/white enrollment of first time in college students, the State University System makes the following commitment to increase Black student enrollment at the upper division level:

> TO INCREASE THE ENROLLMENT OF BLACKS ENTERING THE UPPER DIVISION OF PREDOMINANTLY WHITE UNIVERSITIES UNTIL THE PROPORTION APPROXIMATES THE BLACK PROPORTION WHO COMPLETE* LOWER DIVISION WORK IN THE UNIVERSITIES AND COMMUNITY COLLEGES. EACH INSTITUTION WILL MAKE AN EQUITABLE CONTRIBUTION TOWARD MEETING THIS GOAL.

Table II shows that Black students comprised 7.3 percent of the total black/white State University System admissions to predominantly white institutions from community college transfers in 1976. Black students received 7.76 percent of the total A.A. Degrees awarded by the community colleges in 1976.

This goal entails separate efforts by the Community College System and the State University System. Through interdivisional communication and cooperation, the two systems will insure accomplishment of this commitment.

*Students who complete their academic programs in the base year.

TABLE II

State University System Admissions From
Junior College Transfers in 1976
(4 Quarters)

	Black	B/W Total	% Black
FAMU	135	213	63.4
FAU	109	1427	7.6
FIU	245	1696	14.4
FSU	188	3015	6.2
FTU	68	1593	4.3
UF	109	2552	4.3
UNF	75	803	9.3
USF	210	2773	7.6
UWF	138	1806	7.6
SUS	1277	15,878	8.0
SUS excluding FAMU	1142	15,665	7.3

The proportion of Black community college transfers attending Florida A&M University in 1976 was 11 percent. The proportion of Black community college transfers attending the predominantly white institutions was 89 percent for the same year.

Implicit in this commitment is a retention objective for the predominantly white institutions. In order to meet the overall commitment, the four-year institutions must account for the progression of first-time-in-college students to the upper division level. In addition, the commitment allows for increased enrollment at the first-time-in-college level by the five four-year institutions, but recognizes that significant enrollment increases will occur at the upper division level in accordance with the major access route to the State University System.

Table III indicates that the percent of Black transfers from the community colleges has steadily increased. This pattern holds at all universities except Florida A&M University where the percent of whites has increased and Blacks decreased.

TABLE III

Florida Community College Transfer Students Attending Florida Public Universities in the Fall Classified by Race and University

1974	FAMU N	FAMU %	FAU N	FAU %	FIU N	FIU %	FSU N	FSU %	FTU N	FTU %	UF N	UF %	UNF N	UNF %	USF N	USF %	UWF N	UWF %	SCS N	SCS %
Black	121	90.3	130	5.8	165	3.9	235	5.3	91	4.4	165	3.1	127	8.1	266	5.7	115	5.0	1416	5.3
American Indian	0	0.0	2	0.1	5	0.1	1	0.0	3	0.1	2	0.0	1	0.1	11	0.2	5	0.2	30	0.1
Asian	0	0.0	1	0.0	2	0.0	8	0.2	1	0.0	33	0.6	4	0.3	13	0.3	4	0.2	66	0.2
Hispanic	0	0.0	33	1.6	159	3.8	20	0.4	9	0.4	173	3.3	11	0.7	149	3.2	13	0.6	567	2.1
White	12	8.9	2069	92.6	3891	92.2	3678	82.4	1983	95.0	4852	92.3	1353	86.4	4191	90.8	2078	90.2	24107	89.7
Unclassified	1	0.7	0	0.0	0	0.0	517	11.6	0	0.0	28	0.5	70	4.5	0	0.0	88	3.8	704	2.6
Total	134	100.0	2235	100.0	4222	100.0	4459	100.0	2087	100.0	5253	100.0	1566	100.0	4630	100.0	2304	100.0	26890	100.0
1975																				
Black	237	87.8	181	6.5	411	8.3	311	5.8	121	4.2	176	3.0	137	8.0	316	6.0	154	5.9	2044	6.4
American Indian	1	0.4	6	0.2	40	0.8	12	0.2	1	0.0	8	0.1	1	0.1	10	0.2	5	0.2	84	0.3
Asian	4	1.5	1	0.0	51	1.0	7	0.1	12	0.4	32	0.5	5	0.3	10	0.2	7	0.3	129	0.4
Hispanic	0	0.0	54	1.9	1310	26.4	48	0.9	19	0.7	201	3.4	20	1.2	183	3.5	16	0.6	1851	5.8
White	21	7.8	2417	86.3	2907	58.6	4514	83.6	2648	93.1	5341	90.3	1500	87.2	4704	89.2	2350	90.5	26402	83.1
Non-Res. Alien	0	0.0	31	1.2	112	2.3	0	0.0	0	0.0	0	0.0	0	0.0	53	1.0	1	0.0	200	0.5
Unclassified	7	2.6	109	3.9	131	2.6	505	9.4	42	1.5	155	2.6	58	3.4	0	0.0	63	2.4	1070	3.4
Total	270	100.0	2802	100.0	4962	100.0	5397	100.0	2843	100.0	5913	100.0	1721	100.0	5270	100.0	2596	100.0	31780	100.0
1976																				
Black	260	56.2	186	6.6	433	8.5	363	6.2	102	3.9	183	3.2	157	9.4	373	6.7	207	8.0	2270	7.0
American Indian	0	0.0	7	0.2	23	0.4	11	0.2	7	0.2	9	0.2	1	0.1	6	0.1	5	0.2	59	0.2
Asian	30	6.5	9	0.3	64	1.2	8	0.0	7	0.2	26	0.5	3	0.2	7	0.1	13	0.5	161	0.5
Hispanic	8	1.7	93	3.3	1507	29.4	68	1.2	38	1.2	213	3.7	14	0.8	187	3.4	25	1.0	2150	6.6
White	165	35.6	2303	81.7	2804	54.7	4679	84.6	2868	92.4	5105	88.8	1446	86.7	4909	88.7	2304	88.9	26679	81.9
Non-Res. Alien	0	0.0	40	1.4	0	0.0	100	1.8	16	0.5	80	1.4	2	0.1	53	1.0	1	0.0	292	0.9
Unclassified	0	0.0	97	3.4	298	5.7	318	5.8	46	1.4	130	2.3	44	2.6	0	0.0	36	1.4	963	3.0
Total	463	100.0	2815	100.0	5129	100.0	5546	100.0	3124	100.0	5749	100.0	1667	100.0	5535	100.0	2591	100.0	32584	100.0

Black/White Parity for all "Entering" Students

The State University System, taken as a whole, has achieved Black/White parity with respect to students entering from high schools and community colleges (See Table I-a). Further, the State is committed to maintaining enrollments which reflect Black/White parity.

Although there is parity for "entering"* students in the State University System, taken as a whole, the distribution of Black students does not result in a fully proportional racial balance in every public university. The four predominantly White urban upper-division universities (Florida Atlantic University, University of West Florida, Florida International University, and University of North Florida) have achieved parity in Black/White proportions of "entering" students. Although Blacks comprised 7.8 percent of the Associate of Arts degree recipients in community colleges, they comprised 9.9 percent of the students entering the upper-division universities during 1976 (See Table I-b).

Thus, while the basic commitment is to maintain parity in the State as a whole, it is desirable to achieve a better racial balance in the predominantly Black and White universities. Although each public college and university will contribute to the total effort required to maintain Black/White parity for "entering" students, special efforts will be made by the eight predominantly White universities to remove 50 percent of the

*Entering students include all high school and community college graduates who enroll for the first time in the universities during any quarter of the calendar year.

disparity between the aggregate pool of Black high school graduates and community college graduates and the proportions of Black students entering the eight predominantly White universities of the State University System by 1982-83. (See Table I-c). The allocation of this goal between students entering at the freshman level (FTIC) and students entering at the upper division level shall be in approximate proportion to the numbers of students who enter at these levels.

The goal stated above for the eight predominantly White universities will be reviewed annually and consideration will be given to re-calculating the base if significant changes should occur. However, as the SUS Revised Plan pointed out, the matriculation rate of Florida's public high school graduates entering public and private higher education institutions has been relatively stable--at less than 50 percent--for about a decade. Since current enrollment data indicate Blacks and Whites are enrolling at about the same rate and since the proportion of Florida high school graduates entering higher education is relatively stable, the State University System could not reasonably expect to overcome the disparity through an increase in matriculation rates. Thus, the basic solution appears to require changes in the Black/White attendance pattern within the State University System. The type of change required--a redistribution--would be almost impossible to accomplish in a brief period when a disparity does not exist in attendance rates.

The State University System does not philosophically accept, nor can it legally accomplish, a redistribution of students through racially based controls such as enrollment caps related to the race of students or potential students. Because of this, other, less precise alternatives must be used to accomplish the goal of racial redistribution. These alternatives include

activities discussed elsewhere in the Revised Plan. Although these activities will effect desired changes, it is impossible to predict the precise extent or rate of Black/White proportional changes by institution. Thus, the State University System recognizes that some universities might exceed the projected goals and others might fail to reach their goals. Because of factors such as local racial population proportions and commuting possibilities with concurrent lower costs, some of the urban universities will probably continue to exceed parity for entering Black students. Alternatively, some of those universities which are not located in major urban settings but depend upon attracting large numbers of residential students will probably remove proportional disparity at a slower rate. Therefore, if an institution should fail to achieve goals because of the difficulties experienced in accomplishing a racial redistribution but the System maintains parity overall and does make progress towards a better racial balance, the System will consider such progress acceptable. Nevertheless, the System will in good faith attempt to maintain Black/White parity in the System as a whole, while striving to remove 50 percent of the disparity in the predominantly White universities.

Tables I-c and I-d provide: (1) in accordance with HEW Guidelines, the determination of the extent of existing disparity, when the eight predominantly white universities are analyzed separately from the one predominantly Black university, and (2) projected enrollments by institution to acheive the System goal of removing 50 percent of the current disparity by 1982-83.

1/24/78

TABLE I-a
Aggregate Pool for Entering Students
State University System, Taken as a Whole
(9 Universities)
1976

Source of Students	Entering from %	Entering from #		Appropriate Black Proportion		Number Projected for Parity	Black Proportion of Aggregate Pool (÷ Black/White Enrollment = Black % of Pool	Actual Black Proportion
Community Colleges	58	15,887	x	7.8 percent	=	1239		1277
High Schools	42/100	11,487/27,374	x	20 percent	=	2297/3536 ÷ 27,374	= 12.9 percent	2034/3311 ÷ 27,374 = *12.1percent

* The disparity is 225 Black students or .8 percent. In 1977, Black enrollments increased to 3501 which is 12.8 percent of the Black/White enrollment.

63

178

179

1/24/78

TABLE I-b
Students Entering Upper-Division Universities
1976

University	Number Entering		Appropriate Black Proportion	Number Projected for Parity	Actual Number of Blacks	Actual Black Proportion	Disparity #	Disparity %
FAU	1427	x	7.8 %	111	109	7.6 %	2	0.2
FIU	1696	x	7.8 %	132	245	14.5 %	None	None
UNF	803	x	7.8 %	63	75	9.3 %	None	None
UWF	1806	x	7.8 %	141	138	7.6 %	3	0.2
TOTAL	5732	x	7.8 %	447	567	9.9 %	None	None

64

TABLE I-c
Aggregate Pool for the Eight
Traditionally White Institutions
1976

1/24/78

Source of Students	%	Entering from #		Appropriate Black Proportion		Number Projected for Parity	Black Proportion of Aggregate Pool (÷ Black/White Enrollment = Black Percent of Pool	Actual Black Proportion
Community Colleges	61	15,674	x	7.8 %	=	1223		1142
High Schools	39	9,946 / 25,620	x	20 %	=	1989 / 3212	÷ 25,620 = 12.5 %	630 / 1772 ÷ 25,620 = 6.9 %

Disparity =1440
50% Disparity = 720
% Disparity = 5.6
1/2 of % Disparity = 2.8

To remove 50 percent of disparity Blacks in the eight Universities should represent 9.7 percent of the Black/White students entering by 1982-83.

65

1/24/78

TABLE I-d

Projected Black Enrollments by Institution to Achieve the State Goal of Removing 50 Percent Disparity at the Predominantly White Institutions, Taken as a Whole, by 1982-83.

	1976			1978	1979	1980	1981	1982	
	Black/White Enrollment	Black #	Black %	Black #	Black #	Black #	Black #	Black #	Black %
UF	6254	353	5.6	421	450	478	506	534	8.5
FSU	6123	474	7.7	564	585	605	625	645	10.5
USF	4934	290	5.9	344	360	375	390	405	8.2
FTU	2577	88	3.4	143	161	179	197	215	8.3
FAU	1427	109	7.6	117	122	126	130	132	9.3
UWF	1806	138	7.6	145	151	156	161	165	9.1
FIU	1696	245	14.5	250	259	268	276	284	16.8
UNF	803	75	9.3	88	94	100	106	112	14.0
TOTAL	25,620	1,772	6.9	2,072	2,182	2,287	2,391	2,492	9.7

The Total number of Black/White entering students is assumed to remain constant through 1982. This table projects one way whereby 50 percent of the "1976 disparity" might be removed. As indicated in the Revised Plan, some institutions will probably exceed these projections and others might fail to achieve the projections. However, through the combined efforts of the institutions, the System will strive to achieve its goal.

(C) Increased Enrollments in Graduate and Professional Programs (HEW Criterion IIC)

The State University System has adopted the following goal in support of its commitment to increase Black student enrollment in its graduate and professional programs:

> TO ENROLL FROM THE STATE UNIVERSITY SYSTEM INSTITUTIONS FIRST TIME GRADUATE AND PROFESSIONAL STUDENTS IN BLACK/WHITE PROPORTIONS WHICH APPROXIMATE THE BLACK/WHITE PROPORTIONS OF STUDENTS WHO GRADUATE WITH BACHELOR'S DEGREES AND APPROPRIATE ACADEMIC MAJORS FROM INSTITUTIONS WITHIN THE STATE UNIVERSITY SYSTEM. EACH INSTITUTION WILL MAKE AN EQUITABLE CONTRIBUTION TOWARD MEETING THIS GOAL WITHIN EACH OF ITS MAJOR FIELDS OF GRADUATE AND PROFESSIONAL STUDIES.

Recent enrollment data indicate the State University System is very close to meeting the overall intent of Criterion II-C. The percentage of Black graduates of the State University System who enroll in graduate and professional programs within the System is at least comparable to the percentage for White students as shown on Table IV.

Black students received 6.9 percent of the black/white total for Bachelor's Degrees awarded during 1975-76 and represented 6.8 percent of the first time in graduate school enrollments by students whose last institution was within the State University System. (See Table V). Although the precise data are not yet available on first time enrollments of System graduates by major graduate and professional program areas, each institution will make an equitable contribution toward increasing Black enrollments in their graduate and professional programs to maintain achievement of this goal Systemwide. In particular, each of the professional schools and major graduate areas[5] within the System will strive to enroll Black students at no less than the proportion of Black students graduating with

[5]Major Graduate and Professional Programs include: Dentistry, Medicine, Law, Veterinary Medicine, Pharmacy, Architecture, Nursing, Engineering, Graduate Health Programs in addition to other graduate programs, including Teacher Education and Business Administration.

TABLE IV

Ratio of First Time in Graduate School Students Whose Last Institution was Within the State University System, Fall 1976, as Compared to Bachelor's Degrees Awarded, 1975-76.

	Bachelor's Degree Recipients, 1975-76		1976 First Time In School Graduate Students Whose Last Institution Was Within the SUS		
	Number	Percent	Number	Percent	Ratio
White	17,739	93.10	1,881	93.16	.106
Black	1,314	6.90	138	6.84	.105
B/W Total	19,053	100.00	2,019	100.00	.106

Bachelor's Degrees within the State University System.

The System will continue to encourage increased Black enrollments in graduate and professional programs. There is also recognition that much progress has been made as Black students received 10 percent of all Medical Degrees awarded in 1976, and 4.2 percent of all Law Degrees awarded in 1976. Other graduate degrees awarded to Blacks during 1975-76 include 7.6 percent of Master's Degrees, 5.06 percent of Doctoral Degrees, and 5.04 percent of all Professional Degrees.

Florida students who enroll in professional programs through the SREB Contract Programs outside the State University System comprise 6.7 percent Black students. With enrollments in SREB Contract Programs and within the System, Blacks represent 9.2 percent of the total enrollment in Medicine, 4 percent in Veterinary Medicine, and 1 percent in Dentistry. Within the State University System, Blacks comprise 7.4 percent in Medicine, and 5.2 percent in Law as of Fall, 1976.

TABLE V

First Time in Graduate School Students Whose Last Institution was Within the State University System (Fall Quarter, 1976)

	Black	White	B/W Total	% Black
FAMU	49	13	62	79.0
FAU	3	60	63	4.8
FIU	8	48	56	14.3
FSU	44	504	548	8.0
UF	25	670	695	3.6
FTU	1	88	89	1.1
UNF	1	26	27	3.7
USF	3	396	399	0.8
UWF	4	76	80	5.0
TOTAL	138	1,881	2,019	6.8

Achievement of Goal

The State University System has four institutions that offer graduate degree programs at the doctoral level (University of Florida, University of South Florida, Florida Atlantic University, and Florida State University), with three of these institutions offering professional degree programs in Law and/or Medicine. All nine institutions within the System offer a range of graduate programs at the masters degree level.

The System goal, as stated on page 67 is to achieve parity with respect to the proportion of Black bachelor's degree recipients and enrollment of beginning Black graduate students. It has been shown that this goal has been achieved on a Systemwide basis, and the State University System is committed to the goal of maintaining parity on an overall basis. In view of the fact that certain of the more prestigious graduate and professional programs require specialized preparatory undergraduate tracks, Table V-A provides what would represent a parity enrollment situation for 1977-78 in the graduate and professional areas of Architecture, Business Management, Education, Engineering, Law and Health Professions (including Medicine, Veterinary Medicine, and Dentistry). Our commitment is to maintain such a Systemwide parity relationship in future years in these program areas which emphasize increased productivity of Black professionals.

Each University will project graduate goals for Black graduate students in those academic disciplines offered at the institution and will identify appropriate feeder programs. Achievement of the goal will

be measured on a Systemwide basis annually as the
parity will change in accordance with the annual p
degree recipients. Further, although the Systemwi
recipient index of 7.1 percent is used for several
disciplines, it is expected that this will be modi
feeder disciplines are defined. This information w
than March 1, 1978. (See Appendix G of the Append
Plan).

TABLE V - A
Approximate Proportion of Black Graduate and Professional Student Enrollment Approximating Parity for 1977-78

Major Graduate and Professional Program Areas	Approximate Percentage of Bachelor's Degrees Awarded to Black Students in Appropriate Academic Majors in 1976
** Architecture	0.3 percent
Business Management	5.5 percent
Education	*7.1 percent
Engineering	2.0 percent
Health Professions (Professional Programs) Dentistry Medicine Veterinary Medicine	4.8 percent
Law	*7.1 percent
Aggregate of All Others	*7.1 percent

*7.1 percent represents the proportion of bachelor's degrees awarded to Black students in all academic programs in 1976-77.

**The impact of the Florida A&M University Program with additional Black graduates is not reflected in these figures.

(D) Numerical Goals for Increased White Student Enrollment at the Traditionally Black Institution (HEW Criterion IID)

The 1974 Plan established a major objective of assisting the State's only traditionally black institution, Florida A&M University, in attracting a more diverse student body. In addition to the various enhancement activities as previously discussed in Section II-A, a special recruitment program for non-minority students was implemented at the institution to significantly increase White student enrollment over a four-year period. Since 1973, the White student enrollment at the institution has increased by 69 percent, from 8.1 percent in 1973, to 15 percent in 1976. The University's White student enrollment increased from 468 in Fall, 1975, to 708 in Fall, 1976 for a 52 percent increase over the span of one year.

Beginning in January, 1975, the Non-Minority Student Incentive Grants Program has attracted 592 White students to the University and has received a total of $615,000. During 1975-76, the program provided financial assistance to approximately 48.5 percent of the total White student enrollment, as compared with 46.2 percent for 1976-77. Participation in the program by major academic program area indicates that during 1976-77, 11 percent of the recipients were in Pharmacy, 18 percent in Architecture, 4 percent in Journalism, 25 percent in Science and Technology, and 20 percent in Social Science.

Under the provisions of the 1974 Plan, the 1977-78 academic year is the last year in which new enrollees (up to 150 new students) may be admitted to the program. Thereafter, funds will be continued to support only those

students who maintain eligibility for continued participation in the program until completion of their educational programs.

This program has served to greatly enhance the racial mix of the institution and, with the projected phase-out period over the next four years, it should further demonstrate the University's capability to attract a more diverse student body based upon the educational opportunities provided by the institution.

The program has also proved to be a very effective recruitment mechanism in informing the many high school and community college counselors of the educational programs available at the institution. As more non-minority students enter and complete their educational programs (4 percent of the bachelor's degrees awarded by the institution in 1975-76 went to White students), it is anticipated that Florida A&M University will continue increasing its non-minority student enrollment.

In accordance with HEW Criterion II-D, the State University System is committed to the following:

(1) INCREASING THE TOTAL PROPORTION OF WHITE STUDENTS ATTENDING FLORIDA A&M UNIVERSITY; AND
(2) BEGINNING IN 1979, ESTABLISHING NUMERICAL GOALS TO INCREASE THE NUMBER OF WHITE STUDENTS ATTENDING THE TRADITIONALLY BLACK INSTITUTION.

Sufficient time will be allowed to analyze State enrollment trends to determine the impact of this goal on access of Black students to public higher education and the general impact on the State's public traditionally Black institution.

1/24/78

(E) Achievement of Educational Goals
(HEW Criterion IIE)

The State University System reaffirms its commitment to one of the basic objectives of the 1974 Plan: To achieve equality of opportunity for all citizens beyond high school from beginning student through the doctoral, professional, and continuing educational levels. Implicit in this objective is the assurance that all students be provided effective personal and academic support to ensure achievement of educational goals.

In support of this objective, Florida makes the following commitment in accordance with Criterion II-E:

> FOR THOSE STUDENTS SEEKING DEGREES OR CERTIFICATES, FLORIDA WILL EXAMINE THE PROPORTION OF BLACK AND WHITE STUDENTS COMPLETING AND GRADUATING FROM PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES. IF ANY DISPARITY EXISTS, FLORIDA WILL TAKE REASONABLE STEPS REQUIRED TO REDUCE THE DISPARITY.

All institutions have implemented various types and forms of special supportive programs to address the special needs of students. Increased emphasis will be given to continued development and refinement of these programs in order to more adequately assist students to overcome any real or perceived academic deficiencies. Counseling, tutorial assistance, special orientation activities and financial-aid are among the student services which have been developed to aid in the retention of Black students. The ultimate objective of reducing any disparity between the proportion of Black students and the proportion of white students seeking and earning degrees at all levels shall be a priority for all higher education institutions within the State University System.

The 1974 Plan provided for a Systemwide study of student attrition by race, aimed at developing indices of student retention in the State University System. The results and evaluations of the Study will be used to increase the effectiveness of institutional retention programs.

Beginning this Fall, the State University System will be utilizing its own modified OCR Form B5 designed to better measure the progression and retention of Black students from the first time in college level to the graduate level. Information will be extracted from the Student Data/Course Files to build a longitudinal data file necessary to track students over a five to seven year period, with each year's report based on four academic quarters. As presently required by HEW, the State University System identifies and analyzes institutional results when the percent of Black undergraduate students not returning to an institution is higher than the percent of white students not returning. Two institutions have met the selection criterion in 1975 and 1976 as shown on Table VI.

Overall, the HEW Survey indicates that significantly more White than Black students failed to return to their respective universities in both 1975 and 1976. It is recognized that these reports do not accurately portray the dropout rate in the System as unclassified students, both degree seeking and non-degree seeking, are included. Findings from the Systemwide student Attrition Study indicate that excluding unclassified students, the dropout rate for the System is 18.2 percent, with the dropout rates of Black students and females being significantly greater than those of White students and males.[6]

[6]"Indices of Retention and Attrition in the State University System of Florida." Office of Research Services, Florida Board of Regents (October, 1976).

TABLE VI

STATE UNIVERSITY SYSTEM OF FLORIDA

PERCENT OF UNDERGRADUATE STUDENTS NOT RETURNING 1975 - 1976

BY UNIVERSITY AND RACE/ETHNIC IDENTIFICATION

Predominantly White Universities	1975		1976	
	Black	White	Black	White
Florida State University	19.9	23.0	18.4	22.8
University of West Florida	12.0	18.0	12.0	19.0
Florida International University	24.0	37.0	33.6	35.4
Florida Technological University	27.0	21.0	27.0	25.0
Florida Atlantic University	13.0	22.0	23.0	25.0
University of Florida	12.0	16.0	12.0	16.0
University of North Florida	38.0	34.0	37.4	36.9
University of South Florida	23.0	25.0	31.5	39.2

Source: 1975 OCR 1000B5 - 1976 OCR 2000B5

Although Criterion II-E would appear to be relatively easy to evaluate, general attendance patterns of degree-seeking part-time students and part-time students who are not seeking degrees complicate the assessment. In addition, it would be wrong to conclude that all students who do not return to one institution are permanent dropouts from higher education within the State. Many students may leave one institution and re-enroll in another System institution. It is also clearly known that many first time in college and lower level students leave the State University System and enter the Community College System. Recognizing these and other alternatives, the State University System will continue to direct increased efforts toward assessing the specific nature and extent of problems relating to retention.

Interim goals related to this commitment cannot be specified at this time because of the above problems. It is anticipated that after implementation and assessment of the modified OCR B5 survey, the State University System will be able to project interim goals by academic year 1978-79.

Overview of Specific Measures

The recruitment and retention of Black students have been awarded increasing priority in the State University System. In 1976-77, the Board of Regents allocated $44,000 or ($5,000 per institution)[1] to supplement institutional recruitment and retention programs, but significantly increased support for institutional retention efforts for 1977-78 by allocating $270,000 or ($30,000 per institution).

[1]All nine institutions were allocated $4,000 to supplement retention efforts while eight institutions received $1,000 for recruitment activities. Florida A&M University received $280,500 for special recruitment programs for non-Black students.

All institutions have implemented various types of special supportive programs to address both the social and academic needs of Black students as outlined in the following Taxonomy of Retention Programs implemented from 1974-76. In addition to the more traditional programs, including counseling, tutorial assistance, special orientation activities, and reading/writing laboratories, Universities are expanding retention efforts through "early alert" programs to identify "dropout-prone" students before they become dropouts, establishing innovative financial assistance programs, and developing experimental programs involving alternative delivery systems. (See Appendix F in Appendices to the SUS Revised Plan).

1/24/78

TAXONOMY OF SELECTED UNIVERSITY DEPARTMENTAL PROGRAMS THAT HAVE BEEN IMPLEMENTED IN SUPPORT OF RETENTION OF MINORITY STUDENTS (1974-1976)

Florida Atlantic University

1. College of Education Center
   a. Counseling Program
   b. Speech Screening Program
   c. A Tutorial Program for Women and Black Students
2. College of Humanities
   Compensatory, Writing, and Counseling Programs
3. College of Science
   Faculty Academic Advisement
4. College of Social Sciences
   Academic Advisement and Counseling Program
5. Department of Student Affairs
   a. Counseling Program
   b. Orientation Program
   c. Non Credit English Course
6. Minority Affairs/Academic and Cultural Center
7. Audio Visual Study Center
8. Academic Skills Center
9. EEO Grant Program

Florida A&M University

1. Basic Studies Program
2. Thirteen College Curriculum Program
3. Trio-Special Services Upward Bound
4. New Student Orientation
5. Veterans Tutorial Program
6. University Counseling Center
   a. Academic Counseling & Advisement
   b. Vocational Counseling
   c. Psychological Counseling
   d. Group Counseling
   e. Career Planning
   f. Testing and Records
   g. Staff Inservice Training
7. Student Health Services
8. Honors Program
9. Other Retention Programs
   a. Pharmacy Retention Program
   b. Mathematics Tutorial Program
   c. Reality House
   d. Career Development
   e. Reading Center
   f. Services to Handicapped Students
10. A Drop-Out Follow-Up Program
11. Operation Student Concerns (tutoring program)

University of Florida

1. College of Architecture and Fine Arts
   Student Advisement Program
2. College of Dentistry
   Faculty Advising System for Students
3. College of Health and Related Professions
   a. Academic Counseling & Advisement
   b. Individual Group Study Sessions
4. College of Journalism and Communications
   a. Committee on Minority Affairs
   b. Academic Counseling
   c. Special Tutoring
5. Institute of Food and Agriculture Sciences
   Undergraduate Advisors and Graduate Coordinators
6. University College
   a. Special Services Program
   b. Institute of Black Culture
   c. Afro-American Studies Program
   d. Upward Bound
   e. Tutoring Services
   f. Peer Counseling
   g. Academic Advising
   h. Personalized Learning Center
   i. Student Services Minority Office
   j. Resource Awareness Program
7. Society for Black Students in Engineering (SBSE)
8. OIR Teaching Center
9. The Carnegie Consortium
10. The Psychological and Vocational Counseling Center
11. Special Retention Activities
    a. Direct scholarships to Black students with GPA 3.0 and greater
    b. Recruitment brochure for Black students

1/24/78

Florida Technological University

1. Division of Student Affairs
   Orientation Program
2. Office of Veteran's Affairs
3. Student Placement Center
4. Developmental Center - Tutorial
   Assistance Program
5. Student Health Services
6. General Studies Program
7. Special Admittance
8. College of Business Administration
   Academic Advisement Program
9. College of Engineering
   Academic Advisement Program
10. College of Humanities and Fine Arts
    Academic Advisement Program
11. Joint Student Committee
12. College of Natural Science
    Advisory Program
13. College of Social Sciences
    Advisement Program
14. Reading/Study Skills Laboratory
15. Experimental Courses/Counseling

University of West Florida

1. Counseling Services
   a. Early Warning and Probationary
      Counseling Program
2. Health Services
3. Academic Counseling
4. Tutorial Programs
5. Minority Affairs
6. Orientation Program
7. Reading and Improvement Program
8. Basic Skills Laboratory

Florida International University

1. Brochure of Financial Aid for
   Minority Students
2. Community-Student-Faculty Group Sessions
3. Retention Research Program
4. Library Research Skills Laboratory
5. Early Warning Program

University of South Florida

Office of Student Affairs:

1. Counseling Center for Human
   Development
   a. Black Peer Management Program
   b. Reading-Study Skills Services
   c. Student Orientation-FOCUS Program
2. Academic Advising
3. Cooperative Education and Placement
4. University Library
   The Term Paper Clinic
5. Student Health Center
6. Student Organization
7. Veterans Affairs
8. Graduate and Professional School
   Test Preparation Courses
   (GRE and LSAT)
9. Special Scholarship Program for
   Minority Graduate Students
10. Early Warning Program
11. Special Orientation and Departmental
    Clubs

Florida State University

1. English, Reading, and Writing Labs.
2. Horizons Unlimited Program-Special
   Services
3. Office of Minority Student Affairs
4. Student Assistance Center
5. Black Educational and Cultural
   Center
6. Satellite Black Cultural Center -
   Housing Office
7. International Student Services Center
8. Campus Publication -
   The Black Voice
   Black Insight

University of North Florida

The Academic Enrichment and Skills
Center

1. Cooperative Education Center
2. Testing Services
3. Academic Skill Center
4. Child Care Center for Students
5. Special Activities
   a. Drop-out Survey and Analysis
   b. ACT Local and Regional
      Retention Seminar

Futher, Action Form Five on page 97 (Retention Programs for Black Students), instructs each university to "assess student attrition rates by race and level in order to assess the effectiveness of the University retention programs." More importantly, in striving to reach the ultimate objective of reducing any disparity between the proportion of Black students and the proportion of White students seeking and earning degrees, at each appropriate level, Universities are moving toward developing measurable objectives in order to increase the retention of Black students enrolled in the State University System institutions.

(F) Access Between the Public Community Colleges and Public Universities (HEW Criterion II-F)

Florida currently has extensive access and mobility between the 28 public community colleges and nine public universities as previously discussed under Criterion II-B. Four of the State's universities are upper division institutions which depend almost entirely upon community college transfers. During 1976, community college students comprised approximately 58 percent of all students who entered the State University System from high schools and community colleges. The number of community college transfers attending public universities has increased by 21 percent since Fall of 1974 (from 26,890 to 32,584).

The Florida Board of Regents adopted Rule no. 6A-10.24, Florida Administrative Code, in 1971, which assures articulation between the universities and community colleges. Each State university and each public community college are required to jointly honor the terms of this rule which has been agreed to by the division of universities and the Division of Community Colleges. This articulation agreement defines the Associate of Arts Degree as the transfer degree, making it a passport to automatic admission to the upper levels of the universities. In 1972, the Articulation Agreement was amended to insure that credit earned by the College Level Examination Program (CLEP) at the community college level will be accepted in transfer at the universities, thus giving impetus to the use of this low cost credit earning device.

The universities have created community college relations offices, staffing them with counselors who assist transferring community college students during the transfer process and after enrollment at the university. These offices have been very effective in meeting individual student problems and needs and in sensitizing their university communities to the special needs of community college students.

Additionally, the Board of Regents adopted a systemwide policy in 1973 authorizing state universities, for experimental purposes, to waive fee charges for student credit hours taken at the institution by students registered full-time at a community college. This policy has enhanced greatly the development of cooperative and experimental programs between community colleges and universities within the same geographic location.

Increased attention is now being given to expanding articulation opportunities for community college recipients of the Associate of Science Degree and related degree programs in the senior institutions. The State Articulation Coordinating Committee monitors the articulation process on a regular basis.

Both the public Community College System and the State University System have made much progress in making access a reality for all students. By working closely together, the two systems are continuously improving the articulation of admissions, academic programs, and counseling, to ensure that all students will have equal opportunities to obtain a meaningful post-secondary education.

In support of this objective, and HEW Criterion II-F:

> FLORIDA IS COMMITTED TO MAINTAINING EXTENSIVE ACCESS AND MOBILITY BETWEEN PUBLIC COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES AND WILL CONTINUE THE OPEN ADMISSIONS POLICY THAT ALLOWS ANY HIGH SCHOOL GRADUATE, REGARDEESS OF RACE, ADMISSION TO ANY PUBLIC COMMUNITY COLLEGE AND WHICH PERMITS ANY COMMUNITY COLLEGE ASSOCIATE OF ARTS DEGREE GRADUATE TO BE READILY ADMITTED TO THE UNIVERSITIES THROUGH THE ARTICULATION AGREEMENT. THEREFORE, FLORIDA IS COMMITTED TO CONTINUE AN OPEN ADMISSIONS POLICY WHICH IS NOT BASED UPON RACE.

C. Special Affirmations and Actions in Support of Student Goals

The HEW Criteria seek to quantify the results of some of the programmatic actions approved in the State University System Plan of 1974. This revision of that plan is based in part upon those programs that have been evaluated as successful with the addition of other measures which will assist the State University System in achieving the stated goals.

The underlying purpose of the following special affirmations and actions in support of the goals for equal educational opportunities for students, is to assure the State University System and each individual institution will continue to provide equal educational opportunity at all levels of study, are open and accessible to all students, and operate without regard to race.

Student access to the State University System is affected by many factors. Some of these are: availability of financial aid; adequate public knowledge of equal educational opportunity; fairness and appropriateness of admission criteria; and the willingness of the institutions and their staffs to accept students of all races who have the potential for academic success.

The State University System of Florida is committed to equitable principles and practices in student admissions, progressive retention, and graduation for all students.

INSTITUTIONAL RESPONSIBILITY

In support of Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education, and the State University System Revised Plan for Equalizing Educational Opportunity in Public Higher Education in Florida, each University will revise its Equal Educational Opportunity Plans submitted to the Board of Regents Central Office in September, 1974 in accordance with the goals

and special affirmations and actions herein committed. Institutional revised plans should be submitted to the Board of Regents by January 1, 1978 and will be evaluated by March, 1978. University plans should include interim goals, techniques, and timetables where appropriate and identify personnel responsible for implementation of various programs and actions.

In addition, there is a continuing obligation on the part of each University to examine carefully its policies, practices, student and employee attitudes and behavior to determine if any conditions exist which might be inimical to equal access and equal opportunity for all. While the psychological "climate" of an institution is unquantifiable, its impact may be quantified as a contributing variable in the retention or non-retention of Black faculty, staff, and students. If any such conditions exist, the University has the responsibility to take appropriate, timely steps within its authority, its influence, and its resources to correct or to eliminate such conditions. Each University shall report annually on its progress toward meeting this obligation.

Also, community and institutional representatives, including students, should be invited and encouraged by each University to advise and counsel appropriate University personnel and students relative to real or perceived barriers to equal access and equal opportunity. Each University will consider establishing an EEO Advisory Committee by July 1978, with representation from the surrounding Black community. Blacks should constitute a majority of the community and institutional representatives providing equal educational opportunity advice and counsel to the University.

Each University will develop and implement specific strategies, processes, and mechanisms for publicizing both internally and externally its commitment to equal access and equal opportunity. It should be made clear by the University that its commitment extends to all facets of the governance, operation, programs, activities, and services of the University. Each University will make a special effort to communicate to all employees and students the meaning of equal access-equal opportunity and their roles and responsibilities with respect to achieving the goals set forth in this Plan. Brochures, catalogs, stationery, and handbooks should reflect commitment to equal access-equal opportunity.

ACTION FORM ONE: PLANS TO INCREASE BLACK STUDENT ENROLLMENT AT ALL LEVELS

ACTION

Each University shall revise and implement program(s) designed to attract and increase the enrollment of Black students at all appropriate levels. The program shall include specific procedures, techniques, numerical goals, and timetables for positive and successful recruitment efforts. In addition, each of the professional schools and major graduate areas will strive to enroll Black students at least approximating the same proportion of Black students graduating with Bachelor's Degrees with appropriate majors within the State University System.[7]

Techniques

Each plan will include numerical goals, strategies, and timetables addressing the following sections:

1. Secondary Schools: State Universities accepting first year students will fully describe efforts at identifying high school availability pool for the freshmen class, liaison activities with high schools and counselors, and special efforts to recruit Black first time in college students.
2. Community Colleges: All universities will fully describe efforts to recruit community college transfers and identify this availability pool. It should be noted that the Articulation Agreement in no way interferes with a university's capability to recruit Black students. Measures to increase

[7]Major Graduate and Professional Programs include: Dentistry, Medicine, Law, Veterinary Medicine, Pharmacy, Architecture, Nursing, and Engineering, in addition to graduate Health Related Programs and other graduate areas.

enrollment of community college Associate of Science Degree holders should be included, as well as liaison with community college counselors.

3. Upper Division-Undergraduate Level: Each campus will strive to increase Black student enrollment at the upper division-undergraduate level in academic areas where Black enrollment is low in order to prepare Black students for graduate and professional academic opportunities.
4. Graduate Student: Each university will fully describe efforts to increase Black student enrollment in graduate and professional programs giving due consideration to increasing Black enrollments in academic programs where Black students are few in number. The plan should delineate the liaison activities of graduate programs with appropriate undergraduate feeder programs throughout the System and identify potential sources of students.
5. Each campus will make special efforts to insure that recruitment activities are conducted by a racially mixed staff and include the assistance of Black students and other appropriate university units (Financial Aid Office, Admissions Office, Departmental Representatives, etc.)
6. Due to the elimination of the free Florida Twelfth Grade Testing Program, Universities are encouraged to work with high school counselors in seeking waiver of fees for testing for all first time in college students, who, for economic reasons, may fail to take the Scholastic Aptitude Test or the American College Testing Program Test.

7. Each campus will describe fully its liaison activities with various community organizations and agencies.
8. Each University will include information on the Ten Percent Exception Policy in its University Bulletins and other recruitment literature.

STEPS FOR ACHIEVING ACTION	TIME SCHEDULE
1. Development by each institution of programs to increase Black student enrollment to encompass recruitment efforts at all appropriate levels.	January 1, 1978
2. Institutional programs will be reviewed	March, 1978
3. Publication of the Ten Percent Exception Policy by each University in informational bulletins and other recruitment literature.	1978-79 Academic Year
4. Evaluation and progress reports will be made to the State University System Office.	July, 1979 and annually thereafter

RESPONSIBILITY FOR ACHIEVEMENT

Each Institutional plan will identify responsible personnel by name and race.

STATE UNIVERSITY SYSTEM CENTRAL OFFICE

In order to insure that all potential applicants to the State University System will be at least equally informed, and to assist institutions with recruitment efforts, a single recruitment brochure promoting academic programs and the uniqueness of each institution will be provided by the Board of Regents Office for Equal Opportunity Programs. — 1978-79 Academic Year

ACTION FORM TWO: PROGRAM TO INCREASE BLACK GRADUATE STUDENTS WITHIN THE STATE UNIVERSITY SYSTEM

ACTION

To the extent appropriated by the Legislature, educational grants will be provided to increase the number of Black graduate students in the State University System and to encourage the recruitment of these Black graduate students into disciplines and professional programs of high demand where the number of Blacks is extremely low. Each University may nominate recipients for this award, in accordance with a Systemwide analysis of academic programs where Blacks are few in number, or not enrolled. Students may be nominated by institutions not having advanced graduate programs in the chosen discipline but who have been admitted to another State University System institution.

STEPS FOR ACHIEVING ACTION	TIME SCHEDULE
1. Request funding of the grant program by the Legislature	September, 1977
2. Dependent upon funding-Award grants based on criteria of program	August, 1978
3. Monitor the program yearly for modification	July, 1979
4. Evaluate the program after three years for future funding justification and effectiveness	September, 1982

RESPONSIBILITY FOR ACHIEVEMENT

Vice Chancellor for Academic Programs

Vice Chancellor for Planning and Budgeting

Board of Regents Office for Equal Opportunity Programs

Each University Within the State University System

ACTION FORM THREE: BOARD OF REGENTS SPECIAL SUMMER PROGRAM FOR BLACK GRADUATE AND PROFESSIONAL STUDENTS

ACTION

Upon funding by the Legislature, implementation of a special summer program at the University of Florida designed to increase the enrollment of Black graduate and professional students in the State University System. The program is designed as a pre-start retention program to introduce participants to the career options and requirements in their chosen field of study, while advising and assisting the participants on a one-to-one basis in overcoming academic deficiencies during the summer quarter. Priority for participation will be given to State University System graduates.

STEPS TO ACHIEVING ACTION	TIME SCHEDULE
1. Request funding of the program by the Legislature	September, 1977
2. Establish State University System Advisory Committee	February, 1978
3. Dependent upon funding-Program will be implemented at the University of Florida	Summer, 1979
4. Monitor the program yearly for modification and improvements	January, 1979
5. Evaluate the program after two years for future funding justification, effectiveness, and/or expansion	September, 1981

RESPONSIBILITY FOR ACHIEVEMENT

State University System Advisory Committee

University of Florida

Vice Chancellor for Academic Programs

Vice Chancellor for Planning and Budgeting

Board of Regents Office for Equal Opportunity Programs

ACTION FORM FOUR: UNIVERSITY ADMISSIONS STANDARDS

ACTION

Each institution will assess its admissions policies in order to identify any barriers which could hinder the institution in accomplishing its contribution to the System goals for equalizing educational opportunity.

All universities will admit students in accordance with Chapter 6C-6.02 Florida Administrative Code, and are encouraged to utilize fully the various admissions provisions of this rule in making post-secondary education more accessible to Black students. It should be noted that the success or failure of each university in meeting the increased enrollment goals of this Revised Plan is not solely dependent on the utilization of the Ten Percent Exception provision, but rather on the equitable application of admission criteria which do not constitute artificial or arbitrary barriers.

Coordination with the Department of Education on the selection of a replacement testing program for public post-secondary education will continue. It will be the responsibility of the Board of Regents staff in conjunction with the Department of Education to assess the impact of any alternate admissions test on the achievement of the State's goals for equal opportunity for all students.

STEPS FOR ACHIEVING ACTION

1. Each university will assess its admissions policies and practices for each appropriate level (first time in college to graduate) by major schools and colleges.
2. All universities will report, by race and sex, admissions under the Ten Percent Exception Provision at the first time in college level. Admissions under the Ten Percent Exception Provision will be reported by race, sex, and program at the Graduate level. (Professional Schools should be included).
3. Each university will identify its limited access programs (both undergraduate and graduate) and report criteria used for selective admission of students to these programs. Report should include number of applications, denials, acceptances, and enrollment by race, sex, program, and level of student; composition of the Admission Committee by race and sex; and time lapse for notification to students of acceptance or rejection.
4. Each university will assess and report on its admission policies for transfer students who have not earned an Associate Degree by major Schools and Colleges.
5. Institutional policies and practices will be reviewed.
6. Evaluative reports on admissions policies and practices at all appropriate levels will be included in institutional reports to the State University System Office for Equal Opportunity Programs.

TIME SCHEDULE FOR ACHIEVING ACTION (Refer to Steps for Achieving Action)

1. January 1, 1978 (Institutional Plan)
2. January 1, 1978
3. January 1, 1978
4. January 1, 1978
5. March, 1978
6. July, 1979 and annually. Evaluation of progress on increased Black student enrollments will be made annually based on OCR reports in February, 1978 and annually thereafter.

RESPONSIBILITY FOR ACHIEVEMENT

1. The responsibility for assessing admissions policies and practices will fall upon each institution in the State University System and the Board of Regents Central Office.
2. It will be the responsibility of appropriate Board of Regents staff in conjunction with the Department of Education to assess the impact of any alternate State University System admissions test on the achievement of the State's goals for equal educational opportunity.
3. It shall be the responsibility of each institution to insure that all statistical reports on student enrollments are accurate and submitted to the State University System Office for timely submission to HEW.

ACTION FORM FIVE: RETENTION PROGRAMS FOR BLACK STUDENTS

ACTION

Each University shall continue to give emphasis to various types of special supportive programs to assist students to overcome any real or perceived academic deficiencies at both the undergraduate and graduate levels. The ultimate objective of all retention efforts should be to reduce any disparity between the proportion of Black students and the proportion of White students seeking and earning degrees at each appropriate level. Each University, therefore, will assess student attrition rates by race and level in order to assess the effectiveness of the University retention programs.

STEPS FOR ACHIEVING ACTION	TIME SCHEDULE
1. Each institution in the State University System will submit to the State University System Office a current description and assessment of various retention programs in the following areas: Academic support services by program area and level; and Social or Student Life Programs (Personal and Career Counseling, Recreational and Co-Curricular Programs, Special Orientation Services, etc.)	January 1, 1978
2. Each institution will submit to the State University System Office measurable objectives as the result of the assessment of attrition rates by race and projected actions that will be taken to meet any unmet needs or deficiencies identified. Attention should be given to the comparative	July 1, 1978

success/failure rates of Black and White professional graduates in taking bar examinations, medical boards and in being certified by Boards of Examiners in fields requiring State Certification.

3. Each institution's report will be reviewed and recommended modifications will be made if needed. — March, 1978

4. Evaluation and progress reports will be made to the State University System Office. — July, 1979 and annually thereafter

RESPONSIBILITY FOR ACHIEVEMENT

1. The responsibility for developing, designing, and operating programs and their subsequent implementation, maintenance and expansion will fall upon each institution in the State University System.
2. Each institutional report will identify responsible personnel for implementation of this program.
3. The Board of Regents Central Office will continue the systemwide study of student retention and progression in accordance with the modified OCR B5 statistical survey. This report will be made available annually in July.

ACTION FORM SIX: EQUAL ACCESS OF FINANCIAL AID WITHIN THE STATE UNIVERSITY SYSTEM

ACTION

Each University will review and assess its financial aid policies and practices to insure that financial aid is awarded in a complementary manner so that Black students do not bear a greater burden than White students, in relation to need, in incurring loan or employment obligations. Each University should review the composition of financial aid awards to insure that first time in college students entering with weak academic records are given allocations that, to the extent possible, exclude work requirements. Each University shall assess the proportion of Black student participation in graduate financial aid programs and take appropriate measures to expand and/or create innovative financial aid programs which exemplify both the intent and spirit of Equal Opportunity efforts. (See Appendix D in Appendices to the SUS Revised Plan).

STEPS FOR ACHIEVING ACTION	TIME SCHEDULE
1. Each University will submit to the State University System Office a thorough review and assessment of its financial aid policies and practices, at both the graduate and undergraduate levels. The report should indicate by race and sex, student awards by type of financial assistance to include: Tuition waivers (in-state and out-of-state), graduate assistantships, research assistantships, areas of	January 1, 1978

	work study assignments, etc.	
2.	Each University will submit to the State University System Office its policies and practices in administering University based short-term loan programs.	January 1, 1978
3.	Each institutional report will be reviewed.	March, 1978
4.	Evaluation of the State University System financial aid needs will continue.	Continual process
5.	Evaluation and progress reports will be made to the State University System Office.	July 1979 and annually thereafter

RESPONSIBILITY FOR ACHIEVEMENT

Each institutional report will identify responsible personnel by name and race. Evaluation of the adequacy of State University System financial resources will be the responsibility of the Board of Regents Central Office.

D. Equal Employment Opportunities and Governing Board Representation

1. Projected Employment Goals for the State University System.

The State University System reaffirms its intention to:

> ACHIEVE BLACK/WHITE PROPORTIONS IN EACH EMPLOYMENT CATEGORY IN PUBLIC HIGHER EDUCATION IN FLORIDA WHICH APPROXIMATE THE BLACK/WHITE PROPORTIONS IN THE APPROPRIATE POOLS FROM WHICH INSTITUTIONS OBTAIN THEIR EMPLOYEES. EACH INSTITUTION AND AGENCY WILL ADOPT A PLAN WHICH WILL IDENTIFY THE APPROPRIATE POOLS OF POTENTIAL EMPLOYEES AND THE MEASURES TO BE USED IN THE EMPLOYMENT PROCESS.

In accordance with the above reaffirmation, each university and the Board of Regents Central Office will continue to examine and address carefully its employment policies and procedures to insure achievement of the equal employment opportunity goals herein committed.

Although the System currently has proportionately more Blacks in most of the various employment categories than are required by the HEW guidelines, a significant number of the individuals are at Florida A&M University. Since Florida A&M University's work force is approximately 66 percent Black, "Fair Share Hiring Goals" shall be established only for the eight predominantly White universities. All universities, however, will aggressively engage in serious recruitment and retention activities in recognition of their individual commitment to Affirmative Action and in support of the State University System's commitment to equalize employment opportunities.

Each University will be required to submit and update annually a Title VI Affirmative Action Plan and will insure that the goals therein are consistent with the System's goals as outlined. The Plan shall include a current employment profile with a year-by-year projection through October 1, 1981, utilizing the current HEW guidelines.

Achievement of the State University System employment goals will be significantly affected by the following factors: (1) availability of new positions, (2) position vacancies due to turnover, (3) proportion and number of Blacks available in the appropriate employment pools, and (4) the total employer demands on the availability pools. Current student enrollment and budget appropriation trends and projections suggest that there will be few new positions during the next five years. Further, the annual proportion of vacancies is not anticipated to increase since the overall job market will not provide significant transfer opportunities. Therefore, it must be recognized that the vacancy rate due to employee turnover, which is a factor beyond the control of the State University System, will be one of the important variables which determines the length of time required to achieve the various employment goals.

Of the remaining two variables identified above, the State University System has only partial control of one. That is, the System, through its educational programs, contributes to the "Black availability pool." However, if increases in the availability pool each year are accompanied by major increases in demand from employers in government, business, and industry, overall proportional increases by educational institutions may require extended time periods.

The above mentioned restraining factors notwithstanding, the State University System desires rapid increases of Blacks in those employment areas in which Blacks traditionally have been underrepresented. Therefore, the State University System of Florida reaffirms its commitment to expanding the employment opportunities for Blacks in accordance with Florida's Commitment of equal employment opportunity. For purposes of this Revised Plan,

employment categories will be: (1) faculty and administrative positions not requiring the doctoral degree, (2) faculty and administrative positions requiring the doctoral degree, and (3) non-academic positions.

1. Positions Not Requiring the Doctoral Degree

Data are not readily available which describe the racial composition of the employment pool from which the System recruits its employees for those positions not requiring the doctoral degree. Until those data or an alternate data base can be obtained, the System will utilize the following goal:

> TO ACHIEVE A PROPORTION OF BLACK FACULTY AND ADMINISTRATORS AT EACH INSTITUTION AND ON THE BOARD OF REGENTS CENTRAL STAFF WHICH APPROXIMATES THE PERCENT OF MASTER'S DEGREES (7.6 PERCENT) AWARDED TO BLACK STUDENTS WITHIN THE STATE UNIVERSITY SYSTEM IN 1975-75. (SEE TABLE VII FOR PROJECTED GOALS).

Until this goal is achieved, the proportion of Blacks hired to fill faculty and administrative vacancies which do not require the doctorate will, on an annual basis, approximate at least 7.6 percent for the predominantly white institutions as a whole.

2. Positions Requiring the Doctoral Degree

The State University System "availability pool" for positions requiring the doctoral degree is the national work force. Current data indicates that Blacks comprise about 1 percent of the individuals in this group. Since the predominantly white institutions of the State University System employ Blacks at about 2.4 times this level, a goal to increase is not required by HEW guidelines.

For purposes of this Revised Plan, the System affirms a maintenance goal. The System, although not required by HEW guidelines, recognizes the importance of increasing the participation of Blacks in this employment category and will continue strategies designed to result in such increases.

The State University System's maintenance goal is:

> TO MAINTAIN A PROPORTION OF BLACK FACULTY AND ADMINISTRATORS AT EACH INSTITUTION AND ON THE BOARD OF REGENTS CENTRAL STAFF WHICH, AS A MINIMUM, APPROXIMATES THE PERCENT OF BLACKS IN THE NATIONWIDE DOCTORAL DEGREE WORK FORCE (ABOUT 1 PERCENT).

3. Non-Academic Personnel

For non-academic personnel, the primary labor market area is the geographic region in which the institution is located. Therefore, the numerical goals for each institution may be expected to vary.

The goal for the System is:

> TO ACHIEVE A PROPORTION OF BLACK NON-ACADEMIC PERSONNEL (BY HEW JOB CATEGORY) AT EACH INSTITUTION AND ON THE BOARD OF REGENTS CENTRAL STAFF WHICH APPROXIMATES THE PROPORTION OF BLACKS WITH THE REQUIRED SKILLS IN THE RELEVANT LABOR MARKET.

Until these proportions are determined by job category, the minimum System goals for non-academic personnel will approximate at least the non-white population in the State of Florida (approximately 13.7 percent in 1976 as reported by the Bureau of Economic Research of Florida).

The projected State University System goals are presented in Tables VII and VIII.

TABLE VII

STATE UNIVERSITY SYSTEM OF FLORIDA*
PROJECTED BENCHMARK GOALS FOR 1976-81 FOR BLACK EMPLOYEES IN FACULTY AND ADMINISTRATIVE POSITIONS NOT REQUIRING THE DOCTORATE

Full-time Employees in Positions Not Requiring Doctorate											
1976		1977		1978		1979		1980		1981	
#	%	#	%	#	&	#	%	#	%	#	%
161	5.9	169	6.2	180	6.6	188	6.9	199	7.3	207	7.6

105

*Excluding FAMU
Source Base Year Data: SUS Authorized Position File, Fall 1976
10/77

Table VIII

STATE UNIVERSITY SYSTEM OF FLORIDA
NUMBER AND PERCENTAGE OF FULL-TIME BLACK EMPLOYEES IN
NON-ACADEMIC POSITIONS BY HEW CATEGORY

Tech/Paraprof				Sec/Cler				Skilled Crafts				Serv/Maint			
1976		1981		1976		1981		1976		1981		1976		1981	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
350	19.9	*		462	13.4	471	13.7	153	16.4	*		1439	74.9	*	

* Systemwide Goal has been reached for this category.
10/77

Interim Projected Institutional Goals (HEW Criterion III)

Tables IX through XII present interim projected employment goals by the HEW categories for all universities, excluding Florida A&M University. These are interim goals subject to annual modifications based on availability changes and projections in accordance with the academic disciplines at each of the institutions.

For positions requiring the doctorate, availability data collected by the State University Forecasting Project indicate an overall increase from 1 percent to 1.9 percent Blacks in the national workforce since our SUS Revised Plan was submitted in October 1977. Since the predominantly White institutions employ Blacks well above this level, an SUS goal to increase is not required.

Where a University has already reached the goal, the 1976 numbers and percentages were repeated for 1981. The State University System's maintenance goal for positions requiring the Doctorate is now 1.9 percent overall.[1]

The tables also project interim goals for positions not requiring the doctorate utilizing an index of 7.6 percent (the percentage of master's degrees awarded to Black students in 1975-76). All employee numbers with fractions were rounded up to the next whole number regardless of the fraction.

[1]The State University System will continue to work with HEW on obtaining accurate availability data.

While 13.7 percent was indicated as the goal for non-academic personnel in Table VIII, this percentage represents the non-white population (including other minorities) in Florida. Institutional goals for non-academic personnel are presented in Table XII based on a figure of 12.7 percent, the approximate Black population in the State of Florida. Where institutions have already reached the goal, the 1976 figures were repeated for 1981 in the tables.

The availability index may be modified by the institutions when they determine the availability of Blacks for non-academic positions in the local labor market area. No goals are presented for the Service/Maintenance category since all universities have reached and/or exceeded the goal.

It should also be noted that the State University System has already exceeded the 1981 goal in almost every category. While the System projects increases at each category which are in excess of the HEW criteria, the System's basic commitment is to achieve and/or maintain parity in employment.

The State University System will continue to work with the Atlanta Regional Office of the Office for Civil Rights during this academic year in the hope of having approved Affirmative Action Plans for all institutions meeting Executive Order 11246/Revised Order No. 4 criteria.

TABLE IX

STATE UNIVERSITY SYSTEM OF FLORIDA
INTERIM PROJECTED 1981 GOALS FOR EXECUTIVE/ADMINISTRATIVE/MANAGERIAL POSITIONS

(Excluding Florida A&M University)

Institution	Positions Requiring Doctorate					Positions Not Requiring Doctorate				
	1976			1981 Goal		1976			1981 Goal	
	Total	Black #	Black %	Black #	Black %	Total	Black #	Black %	Black #	Black %
BOR	18	0	0	1	5.6	54	3	5.6	5	9.3
FAU	25	0	0	1	4.0	39	2	5.1	3	7.7
FIU	41	4	9.8	4	9.8	59	3	5.1	5	8.5
FSU	63	2	3.2	2	3.2	109	9	8.3	9	8.3
FTU	69	0	0	2	2.9	33	0	0	3	9.1
UF	257	6	2.3	6	2.3	165	5	3.0	13	7.9
UNF	38	6	15.8	6	15.8	28	6	21.4	6	21.4
USF	82	2	2.4	2	2.4	92	4	4.4	7	7.6
UWF	33	0	0	1	3.0	40	2	5.0	4	10.0
SUS TOTAL	626	20	3.2	25	4.0	619	34	5.5	55	8.9
SUS GOAL*				12	1.9				47	7.6

*Availability data for State University System goal provided by the State University System Forecasting Project

229 Data Source: 1976 APF

109 1/24/78

TABLE X

STATE UNIVERSITY SYSTEM OF FLORIDA
INTERIM PROJECTED 1981 GOALS FOR INSTRUCTIONAL FACULTY POSITIONS

(Excluding Florida A&M University)

Institution	Positions Requiring Doctorate					Positions Not Requiring Doctorate				
	1976			1981 Goal		1976			1981 Goal	
	Total	Black #	Black %	Black #	Black %	Total	Black #	Black %	Black #	Black %
BOR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FAU	249	4	1.6	5	2.0	21	2	9.5	2	9.5
FIU	289	21	7.3	21	7.3	24	3	12.5	3	12.5
FSU	899	25	2.8	25	2.8	82	9	11.0	9	11.0
FTU	273	6	2.2	6	2.2	26	2	7.7	2	7.7
UF	1836	19	1.0	35	1.9	75	3	4.0	6	8.0
UNF	125	6	4.8	6	4.8	10	4	40.0	4	40.0
USF	729	12	1.6	14	1.9	82	2	2.4	7	8.5
UWF	184	5	2.7	5	2.7	14	0	0	2	14.3
SUS TOTAL	4584	98	2.1	117	2.6	334	25	7.5	35	10.5
SUS GOAL*				87	1.9				26	7.6

*Availability data for State University System goal provided by State University System Forecasting Project

Data Source: 1976 APF

TABLE XI

STATE UNIVERSITY SYSTEM OF FLORIDA
INTERIM PROJECTED 1981 GOALS FOR PROFESSIONAL NON-FACULTY

(Excluding Florida A&M University)

Institution	Positions Requiring Doctorate					Positions Not Requiring Doctorate				
	1976			1981 Goal		1976			1981 Goal	
	Total	Black #	Black %	Black #	Black %	Total	Black #	Black %	Black #	Black %
BOR	NA	NA	NA	NA	NA	53	1	1.9	5	9.4
FAU	3	0	0	1	33.3	56	4	7.1	5	8.9
FIU	** 1	0	0	0	0	41	8	19.5	8	19.5
FSU	118	5	4.2	5	4.2	250	20	8.0	20	8.0
FTU	** 1	0	0	0	0	58	1	1.7	5	8.6
UF	64	2	3.1	2	3.1	1007	52	5.2	77	7.7
UNF	2	1	33.3	1	33.3	46	6	13.0	6	13.0
USF	15	3	20.0	3	20.0	227	9	4.0	18	7.9
UWF	7	0	0	1	14.3	39	1	3.0	3	7.7
SUS TOTAL	212	11	5.2	13	6.1	1777	102	5.7	147	8.3
SUS GOAL*				4	1.9				135	7.6

*Availability data for State University System goal provided by the State University System Forecasting Project
**Total number is too small to project goal
Data Source: 1976 APF

TABLE XII

STATE UNIVERSITY SYSTEM OF FLORIDA
INTERIM PROJECTED 1981 GOALS FOR NON-ACADEMIC PERSONNEL BY HEW CATEGORY

(Excluding Florida Agricultural and Mechanical University)

Institution	Total	Tech/Paraprof 1976 #	Tech/Paraprof 1976 %	Tech/Paraprof 1981 #	Tech/Paraprof 1981 %	Sec/Cler Total	Sec/Cler 1976 #	Sec/Cler 1976 %	Sec/Cler 1981 #	Sec/Cler 1981 %	Skill/Crafts Total	Skill/Crafts 1976 #	Skill/Crafts 1976 %	Skill/Crafts 1981 #	Skill/Crafts 1981 %	Serv/Maint 1976 Total	Serv/Maint 1976 #	Serv/Maint 1976 %
BOR	7	0	0	1	14.3	54	3	5.6	7	13.0	2	1	50.0	1	50.0	N/A	N/A	N/A
FAU	39	3	7.7	5	12.8	189	19	10.1	24	12.7	37	1	2.7	5	13.5	101	71	70.3
FIU	22	0	0	3	13.6	98	5	5.1	13	13.3	19	2	10.5	3	15.8	19	5	26.3
FSU	200	36	18.0	36	18.0	621	158	25.4	158	25.4	161	39	24.2	39	24.2	411	365	88.8
FTU	48	1	2.1	7	14.6	143	4	2.8	19	13.3	41	1	2.4	6	14.6	62	15	24.2
UF	1242	289	23.3	289	23.3	1598	203	12.7	203	12.7	504	86	17.1	86	17.1	964	735	76.2
UNF	21	3	14.3	3	14.3	94	19	20.2	19	20.2	28	5	17.6	5	17.6	40	14	35.0
USF	154	17	11.0	20	13.0	529	39	7.4	68	12.9	107	15	14.0	15	14.0	271	200	73.8
UWF	25	1	4.0	4	16.0	114	12	10.5	15	13.2	32	3	9.4	5	15.6	54	34	63.0
SUS TOTALS	1758	350	19.9	368	20.9	3440	462	13.4	526	15.3	931	153	16.4	165	17.7	1922	1439	74.9
SUS GOALS				223	12.7*				437	12.7				118	12.7		244	12.7

* 12.7 percent represents the total Black population in the State of Florida. This index may change when institutions determine the proportion of Blacks in local labor market area.

Data Source: 1976 APF

Ethnic Breakdown (Proportions) by Discipline for PhD Workforce (1976-1977 National Pool)[a]

		Black	American Indian	Hispanic	Asian	White	Total (Includes others)
0100	AGRIC	*	*	.0004	.0248	.9669	
		(*)	(*)	(5)	(315)	(12,293)	(12,714)
0200	ARCHIT	.0138	.0034	.0086	.0151	.9570	
		(9)	(2)	(5)	(10)	(601)	(628)
0300	AREA	.0130	.0004	.0007	.0260	.9524	
		(14)	(*)	(1)	(29)	(1,064)	(1,117)
0400	BIOL	.0119	.0001	.0006	.0450	.9005	
		(532)	(4)	(27)	(2,012)	(40,260)	(44,708)
0500	BUSMGT	.0145	.0036	.0090	.0157	.9550	
		(82)	(20)	(51)	(89)	(5,409)	(5,664)
0600	COMM	.0250	.0010	.0040	.0300	.9460	
		(27)	(1)	(4)	(32)	(1,014)	(1,072)
0700	CMPSCI	.0007	.0007	*	.0526	.9474	
		(3)	(3)	(*)	(203)	(3,656)	(3,859)
0800	EDUC	.0462	.0041	.0048	.0110	.9320	
		(2,962)	(263)	(308)	(705)	(59,743)	(64,102)
0900	ENGIN	.0093	*	.0001	.0718	.9028	
		(350)	(*)	(4)	(2,706)	(34,018)	(37,681)
1000	ARTS	.0170	.0040	.0110	.0190	.9460	
		(103)	(24)	(67)	(115)	(5,738)	(6,066)
1100	FLANG	.0170	.0040	.0110	.0190	.9460	
		(153)	(36)	(99)	(171)	(8,508)	(8,994)
1200	HEALTH	.0084	.0004	.0001	.0168	.9613	
		(104)	(5)	(1)	(209)	(11,936)	(12,416)
1300	HOMEC	.0210	.0010	.0040	.0300	.9430	
		(10)	(1)	(2)	(15)	(466)	(494)
1400	LAW	.0200	.0040	*	.0040	.9720	
		(2)	(*)	(*)	(*)	(108)	(111)
1500	LETTRS	.0170	.0040	.0110	.0190	.9460	
		(444)	(105)	(288)	(497)	(24,734)	(26,146)
1600	LIBSCI	.0423	.0019	.0077	.0141	.9205	
		(1,017)	(46)	(185)	(339)	(22,139)	(24,051)
1700	MATH	.0323	*	*	.0581	.8968	
		(518)	(*)	(*)	(932)	(14,389)	(16,045)
1800	MILIT						
1900	PHYSCI	.0086	*	.0001	.0461	.9452	
		(612)	(*)	(7)	(3,282)	(67,291)	(71,192)
2000	PSYCH	.0091	.0005	.0004	.0091	.9787	
		(207)	(11)	(9)	(207)	(22,264)	(22,748)
2100	PUBAFR	.0483	.0002	.0027	.0977	.8210	
		(78)	(*)	(4)	(157)	(1,320)	(1,608)
2200	SOCSCI	.0130	.0004	.0007	.0260	.9578	
		(581)	(18)	(31)	(1,162)	(42,790)	(44,675)
2300	THEOL						
[illegible]	IDSCPL	.0192	.0013	.0027	.0325	.9351	
		(14)	(1)	(2)	(23)	(665)	(711)
Total		.0192	.0013	.0027	.0325	.9351	
		(7,811)	(529)	(1,098)	(13,221)	(380,401)	(406,802)

[a]Numbers in parentheses indicate number of people.
[b]Not applicable to State University System of Florida.
*Number is too small to estimate.

1/24/78

2. Governing Board Representation

The State University System has achieved the goal of proportional Black representation on the Board of Regents which approximates the Black population of Florida. Black representation on the Governing Board increased from 11 percent (one of nine) to 20 percent (two of ten) as of July, 1977. The first student regent in the history of the State appointed by the Governor to serve on the Board of Regents is Black. The State's Black population is 13.8 percent.

In support of the State University System's commitment to expand Black participation in higher education in Florida, the System will continue to submit the names of potential Black nominees to the Governor for consideration in making Board of Regents appointments.

Likewise, to insure that the State University System and each constituent institution expand the opportunity for Black citizens to participate in the decision-making process, special efforts will continue to have Black representation on every appointive advisory committee or council at the University and at the Central Office level in which either is the leading agency.

E. Special Affirmations and Actions in Support of Employment Goals

The following special affirmations and actions are provided in support of the State University System's Commitment to not only expand employment opportunities for Black employees, but to also address the distribution of these employees within each University's workforce.

ACTION FORM SEVEN: ESTABLISHMENT AND MONITORING OF EMPLOYMENT GOALS

ACTION

The State University System will establish and monitor progress toward State University System employment goals for all categories of employees based on availability. Each University and the Board of Regents Central Office will develop and implement a plan which will establish interim employment goals, and the measures to be used for achievement of these goals.

STEPS FOR ACHIEVING ACTION

Central Office	TIME SCHEDULE
1. Develop a State University System procedure for establishing goals for all employment categories.	October 6, 1977
2. Establish State University System goal for Black faculty and staff for 1981.	October 1977
3. Issue a Chancellor's Memorandum setting forth the procedure(s) for establishing institutional goals.	November 30, 1977
4. Report progress through submission of required OCR and EE06 reports in accordance with procedures established under the Reporting and Monitoring Section. (Action Form Twelve).	Annually
5. Maintain the forecasting project for direct access by the Universities/Board of Regents including information on employees, turnover data, and availability data by degree and discipline where appropriate.	Continuing
6. Update State University System goals annually as appropriate based on changes in availability, turnover rates and University growth rates.	Annually
Universities and Board of Regents Central Office	
1. Each University and the Board of Regents Central Office shall submit to the State University System Office for Equal Opportunity Programs a Title VI Affirmative Action Plan to include goals for Black employees established according to State University System procedures utilizing the HEW guidelines.	January 1978

	The State University System procedures and availability data for the first three HEW categories 1) Executive/Managerial/Administrative, 2)Faculty, 3) Professional Non-Faculty will be used to establish benchmark goals for each year through 1981 for positions requiring the doctorate and for positions not requiring the doctorate.	
2.	Benchmark goals for HEW employment categories 4) Technical and Paraprofessional 5) Secretarial Clerical, 6) Skilled Crafts and 7) Service Maintenance will be based on the number of Blacks with the required credentials and skills in the relevant labor market.	January 1978
3.	Report and monitor annual progress. Update goals as necessary.	July 1979 and Annually

RESPONSIBILITY FOR ACHIEVEMENT

The State University System Office for Equal Opportunity Programs in conjunction with other offices at the Board of Regents will work with the Board of Regents Central Office, the University Equal Opportunity Coordinators, the University Data Administrators and other University officials to carry out this action with the assistance of the State University System forecasting team.

ACTION FORM EIGHT: STATE UNIVERSITY SYSTEM RECRUITMENT AND SELECTION PROCEDURES TO COMPLEMENT UNIVERSITY AFFIRMATIVE ACTION PLANS

ACTION

Each University and the Board of Regents Central Office shall revise and implement a Recruitment and Selection Program designed to attract and encourage the employment of Black employees at all appropriate levels.

STEPS FOR ACHIEVING ACTION	TIME SCHEDULE
A. Announcement of Vacancies	
Board of Regents Central Office and Universities will:	
1. Announce all State University System vacancies of positions and report on the applicant selected in accordance with the procedures established in Chancellor's Memorandum CM-77-52. (Vacancy Announcement System)	Continuing
2. In addition to the State University System Vacancy Announcement System, Universities and the Board of Regents Central Office are encouraged to advertise vacancies in appropriate Black journals, registers and with Black professional groups, particularly in academic disciplines where Blacks are under-represented.	Continuing
3. Universities and the Board of Regents may supplement the procedures for announcing vacancies but must adhere to all State University System procedures. Supplementary requirements may be included in the University Revised Plan.	January 1, 1978
B. Applicant Data Pool	
1. As an auxiliary recruiting service, the Board of Regents will maintain and intensify efforts to increase the number of potential Black applicants in the State University System Applicant Data Pool.	September 1977

2.	The Office of Personnel and Faculty Relations will analyze the composition of the Applicant Data Pool regularly and will submit such information to the Board of Regents Office for Equal Opportunity Programs.	Continuing
3.	The Office of Personnel and Faculty Relations will review the effectiveness of the Applicant Data Pool annually, as evidenced by the "Position Filled" section of the Vacancy Announcement Form and file a report with the Office for Equal Opportunity Programs for review and recommended modification prior to submission to the Chancellor.	July 1978 and Annually

C. Search and Screen Procedures

1.	The Universities and the Board of Regents Central Office will describe current search and selection procedures in their Affirmative Action Plan.	January 1978
2.	All such procedures will be reviewed and evaluated.	March 1978
3.	A Chancellor's Memorandum will be issued outlining the basic State University System requirements and procedures for search and screen processes.	April 1978
4.	Each institution will forward to the State University System Office for Equal Opportunity Programs its recommended procedures to implement the requirements of the Chancellor's Memorandum.	June 1, 1978

RESPONSIBILITY FOR ACHIEVEMENT

The State University System Office of Personnel and Faculty Relations with the Office for Equal Opportunity Programs will be responsible for continuing and improving the Vacancy Announcement System and the Applicant Data Pool. The State University System Search and Screen Procedures will be developed with the assistance of the appropriate campus offices and the University EEO Coordinators. Each University will be responsible for effective utilization of these procedures.

ACTION FORM NINE: PROGRAM TO INCREASE THE NUMBER OF BLACK FACULTY AND STAFF WITHIN THE STATE UNIVERSITY SYSTEM

ACTION

Dependent upon financial resources made available by the Legislature, educational grants will be awarded to increase the number of Black employees qualified for promotion in career service, administrative and professional positions, and on the faculty in non-traditional disciplines. The State University System Grants-in-Aid Program, with certain modifications, will continue to provide the support for employees who have demonstrated the commitment to further their education and who have the potential for advancement.

STEPS FOR ACHIEVING ACTION	TIME SCHEDULE
1. Request funding of the grant program by the Legislature.	September, 1977
2. If funds are made available, award grants based on criteria of program.	August, 1978
3. A Chancellor's Memorandum will be issued outlining the policies and procedures including: (a) Nominees in the following categories: administrative and professional, faculty and Career Service personnel. Nominees may be admitted to an institution other than the submitting institution. (b) Awards to faculty will be limited to persons seeking degrees in underrepresented disciplines. (c) All recipients will be granted leave from their regularly assigned duties and will receive regular salary during the period of leave. (d) Funds will be provided to the University for a replacement during the period of study. All recipients must be permanent (continuing) or regular employees of the submitting institution.	February, 1978
4. Monitor the program yearly for modification and effectiveness in promotion of faculty and/or advancement to higher level positions for faculty and staff.	July, 1978 and annually

5. Each university will submit an annual report on this program to the State University System Central Office.	July, 1978 and annually

RESPONSIBILITY FOR ACTION

State University System Office of Personnel and Faculty Relations
State University System Institutions
State University System Office for Equal Opportunity Programs
Vice Chancellor for Planning and Budgeting

ACTION FORM TEN: UPWARD MOBILITY TRAINING PROGRAM FOR BLACK EMPLOYEES WITHIN THE STATE UNIVERSITY SYSTEM

ACTION

Each University will explore the feasibility of implementing and/or expanding training programs for employees in order to provide a vehicle for expanding opportunities for upward mobility and for creating an awareness of diversity of career options.

STEPS FOR ACHIEVING ACTION	TIME SCHEDULE
1. Each University will describe fully and evaluate current training programs for upward mobility for Black employees. Existing training programs implemented under Chapter 22A-15 for Career Service employees should be included.	January 1, 1978
2. Institutional reports will be evaluated and recommended modifications may be suggested.	March 1, 1978
3. Each University will conduct a feasibility study to meet any unmet needs identified in Step 1. or to identify programs that may be recommended for implementing and/or expanding upward mobility opportunities for Black faculty and staff in all employment categories.	July 1, 1978
4. Approved programs will be implemented	Academic Year 1978-79
5. Annual progress reports will be submitted to the State University System Office.	July 1979 and annually

RESPONSIBILITY FOR ACHIEVEMENT

Each University will be responsible for conducting the feasibility study and the design and implementation of training programs, and will designate appropriate personnel in institutional plans.

ACTION FORM ELEVEN: ASSESSING THE IMPACT OF SPECIFIC ACTIONS ON GOAL ACHIEVEMENT

ACTION

Florida reaffirms its intention to:

USE IMPACT ASSESSMENT AND PUBLIC HEARINGS WHEN CONSIDERING CHANGES, AND TAKE ACTIONS THAT WILL NOT THWART THE ACHIEVEMENT OF THE STATE'S EQUAL OPPORTUNITY GOALS.

Impact studies and other procedures will be used more effectively to insure goal achievement. This is currently accomplished by not only requiring institutional impact assessment, but also through statutorily established procedures governing the decision making process in the State of Florida. In addition, the State University System Monitoring Council will provide a system of review which will make recommendations to the Presidents and the Chancellor as appropriate.

Final actions (including rule changes) involving the following areas of action will not be placed on the agenda of any Board of Regents meeting until an impact assessment has been received and recommended by the appropriate Vice Chancellor: (1) Academic programs--additions, deletions, or substantial expansion or contraction; (2) Facilities--construction of new facilities, or closing or substantial expansion of existing facilities; (3) Institutions--establishing new institutions(including conversion of a private institution to public control) or closing existing ones; (4) Modification of admission standards; (5) Modification of financial aid policies; and (6) Employment, Personnel and Faculty Relations policies.

STEPS FOR ACHIEVING ACTION	TIME SCHEDULE
1. A revision of Chancellor's Memorandum CM-76-02, (Desegregation Impact Statements) will be made to complete and implement both internal and external procedures for review, evaluation, monitoring, and follow up on impact assessments received by the Board of Regents Office for Academic Programs.	April 1978
2. Each University will be responsible for submitting the necessary impact assessments to the State University System Central Office in accordance with Chancellor's Memorandum CM-76-02.	Continuing
3. Impact assessments on University actions in those areas identified in Chancellor Memorandum CM-76-02 which do not require Board of Regents approval shall be submitted to and reviewed by the University EEO Coordinators. Each University will establish and submit to the State University System Office internal procedures for reviewing University actions which do not require Board of Regents approval.	March 1, 1978
4. The State University System will make annual reports on impact assessments within the State University System.	August 1978 and annually

RESPONSIBILITY FOR ACHIEVEMENT

1. The State University System Office for Academic Program in conjunction with the Office for Equal Opportunity Programs will (a) work with the universities to identify actions taken and classes of actions that require impact studies; (b) receive and review impact studies; and (c) follow up the review and evaluation and take appropriate actions.

2. The State University System Office for Equal Opportunity Programs will work with the State University System Office for Academic Programs to monitor activities submitted by the Universities and by the Board of Regents Central Office prior to review by the Board of Regents.

3. The University EEO Offices will monitor university activities impacting on equal opportunity and will coordinate the submission of university impact studies to the Board of Regents Central Office.

ACTION FORM TWELVE: MONITORING AND MEASURING OF PROGRESS TO PROVIDE EQUAL ACCESS AND EQUAL OPPORTUNITY THROUGHOUT THE STATE UNIVERSITY SYSTEM OF FLORIDA

(State University System Equal Access/Equal Opportunity Review Council)

ACTION

The responsibility for insuring and monitoring equal access and equal opportunity in the State University System in Florida is vested in and shared by:

(a) the State Board of Education;

(b) the Commissioner of Education;

(c) the Board of Regents;

(d) the Chancellor; and,

(e) the President of the Universities.

Coordination between the State University System and other components of public education is effected by the State Board of Education, the Commissioner of Education and a number of intra and inter-institutional committees and task forces.

Coordination within the State University System is accomplished primarily by the Board of Regents Central Office staff working through the Council of Presidents, and various interinstitutional councils, committees, and task forces. Special coordination relative to equal access and equal opportunity involves all of the regular coordinating groups and processes plus (a)the University Equal Opportunity Coordinators and their staffs and monitoring committees and (b) Special Assistant to the Chancellor for Equal Opportunity Programs and staff and (c) the Board of Regents Executive Staff. (See Chancellor's Memorandum 77-12 attached which describes the role and responsibilities of these last three groups-Appendix E of Appendices to the SUS Revised Plan.

PROCEDURES FOR MONITORING	TIME SCHEDULE
1. The Board of Regents Office of Management Information Systems will continue to be responsible for coordination and improvement of University/Board of Regents data systems to enable the State University System to meet its State and Federal commitments by scheduling, setting MIS priorities, receipt and editing of official data files and receipt, certification, and compilation of all required EEO State and Federal reports.	Continuing
2. The State University System Office for Equal Opportunity Programs and the University EEO Offices will continue to be responsible for working with the State University System Management Information System Office and the University Data Administrators to make recommendations for improvement in data systems impacting equal opportunity; to review, analyze, and disseminate the data; to determine and report on University/Board of Regents and System progress in all areas of Equal Access/ Equal Opportunity; and to coordinate the submission of all State and Federal reports on equal opportunity.	Continuing
3. The State University System Office for Equal Opportunity Programs will continue to be responsible for assisting the Chancellor to carry out his equal opportunity responsibilities and will provide liaison with the Department of Education, the Board of Regents, the Universities, and other State and Federal offices and agencies on all activities and programs impacting on Equal Access/Equal Opportunity/Affirmative Action.	Continuing
4. The University EEO Coordinators and appropriate University officials will continue to be responsible for assisting the Presidents to carry out University and State University System Equal Opportunity responsibilities and for providing liaison with appropriate State University System offices on all activities and programs impacting on Equal Access/Equal Opportunity/Affirmative Action.	Continuing
5. The Chancellor will appoint a State University System Equal Access/Equal Opportunity Review Council to assist the State University System Office for Equal Opportunity Programs in monitoring and evaluating all Equal Opportunity/Equal Access/ Affirmative Action activities and to assist the Chancellor in carrying out his equal opportunity responsibilities under all State and Federal anti-discrimination laws.	November 1977

The Council will include at least one student, one representative from each of the universities, Board of Regents Central staff, the Department of Education and the Community Colleges.

6. Criteria, procedures and measures for evaluating and reporting progress will be approved for use by the Council and will be issued in a Chancellor's Memorandum. — December 1977

7. The Council will meet at least twice a year to review university progress reports and recommendations for corrective action will be made to the Chancellor. — (To be Scheduled)

CONCLUSION

In accordance with the Second Supplemental Order in Adams vs. Califano and the Department of Health, Education and Welfare's "Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education," Florida has filed two documents which represent the spirit and substance of its continuing good faith efforts to comply with the federal mandate to fully equalize opportunity in public higher education.

The substantial progress which Florida has made since 1974 in increasing Black participation in the State University System by students, faculty and members of governing structures; the affirmations set forth in Florida's Commitment to Equal Access and Equal Opportunity in Public Higher Education; and the accompanying plans and procedures detailed in State University System Revised Plans for Equalizing Educational Opportunity in Public Higher Education in Florida, document Florida's compliance with Title VI of the Civil Rights Act of 1964.

Florida will continue to strive for quality education and equality of educational opportunities for all citizens of the State.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
an equal opportunity employer

This public document was promulgated at an annual cost of $460.52 or $1.02 per copy to inform the public of Florida's commitment to equal opportunity.